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AN ECLECTIC
GRAMMAR,

PRACTICAL AND ANALYTICAL
OF THE
ENGLISH LANGUAGE,

ADAPTED TO THE WANTS OF OUR PUBLIC SCHOOLS
AND SEMINARIES OF LEARNING

IN THE
DOMINION OF CANADA,

ON THE BASIS OF
BULLION AND MORELL,

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IN ADDITION TO THE ORDINARY MATTER, IT CONTAINS AN INTRODUCTION OF GREAT VALUE TO YOUNG TEACHERS; A COLLECTION OF WORDS SIMILAR IN ORTHOGRAPHY BUT DIFFERENT IN ETYMOLOGY; A SELECTION OF DIFFICULT WORDS WHOSE CONSTRUCTION IS GIVEN; DIRECTIONS IN COMPOSITION; DERIVATION, ROOTS, &C., &C.

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PREFACE.

THE want of a new work on English Grammar, adapted to the requirements of our Public Schools and Seminaries has been widely felt. The present treatise is an attempt to meet that want. It is based, in Etymology, on Dr. Bullion's small^e work; in Analysis, Morrell has with some slight changes been followed. Prof. Fowler's large work, Weld's English Grammar, and some other works have been consulted and used in the compilation. The desire has been to select from these authors what was best in each, and make up what was wanting. The arrangement is on a new plan. For reasons which it is hoped are self-evident, the preposition is placed next the pronoun; in Syntax the Rules referring to the same subject are grouped together, and they are all placed in the same order as the parts of speech in Etymology. It is hoped this will facilitate learning the rules and reference to them afterwards. Other departures from the plan usually adopted by authors in presenting this subject, can readily be observed on examination.

The reading books should be used in parsing and analyzing, thereby removing the temptation to peep at the rules and definitions; this also avoids the necessity of occupying a large portion of the book with matter for exercises of this sort.

The portions to be committed most carefully to memory are printed in larger type; and each lesson should be thoroughly mastered—should become a part and parcel of the understanding of the pupil, before proceeding to the next. The pupil should from the very commencement be required to write on slate or paper—better still, if possible, on blackboard—exercises of the same kind as those given in the lesson.

The Teacher will find it an excellent plan to vary the exercises or examples given in different ways, so as to make the exercise perfectly familiar to the pupils, thus secure the healthy development of their powers of observation and reason.

Grammar thus taught on the intellectual method of having everything, as we proceed, thoroughly mastered, the definitions perfectly committed to memory, the explanatory portions perfectly understood, can be made one of the most interesting, as it unquestionably is one of the most useful of all school studies.

That some of my co-laborers in the great field of educating the rising generation may find this work of some assistance in imparting to those over whom they are placed a knowledge of the principles of our noble and comprehensive English language, is the sincere desire of

THE COMPILER.

HAMILTON, August, 1867.

FAMILIAR INSTRUCTIONS FOR YOUNG BEGINNERS.

THE following introductory pages are prefixed to the work, mainly for the purpose of suggesting to the teacher a familiar and intelligible method of explaining to the learner the formation of words and sentences; the terms employed in Grammar; and the classification of words into what is called Parts of Speech.

Each lesson presents a subject for a familiar lecture, with a few illustrations which can be varied or extended at the discretion of the teacher.

LESSON I.—LETTERS.

NOTE.—Let the class stand at the Blackboard, or be furnished with slates while practicing these lessons; or the teacher can do the writing on the Board for the class.

Write the marks or letters *a, e, i, o, u*. Sound or utter each separately.*

Write the letters *b, c, d, f, g, j, k, l, m, p, q, r, s, t, v*. Endeavor to sound each by itself, not using *a, e*, or *u* before or after them. Try to sound *b* and *d* in the word *bird*, *c* in the word *cat*, *f* in *faith*, *g* in *go*, *k* in *kind*, *s* in *sail*, *j* in *judge*, *t* in *toil*.

Sound *a* in the words *bate, bar, bat, ball*. Sound *e* in *mete, met*. Sound *i* in *pine, pin*. Sound *o* in *note, not, move*. Sound *u* in *tube, tub, full*.

What is the difference between the letters *a, e, i, o, u*, and the letters *b, c, d, f, g, h, &c.*?

Ans. The letters *a, e, i, o, u*, can be sounded easily alone, and are called *vocals* or *vowels*. The other letters are not easily sounded without the aid of vowels, and are called *consonants*.

LESSON II.—WORDS.

Put the letters *b, d, r, i*, together in such a way that they will call to mind something which you have seen. In like manner place the letters *h, s, r, e, o*; *d, g, o*; *w, i, d, n*; *r, n, i, a*.

* Let the class practice simultaneously, on the different sounds of these letters, with a full and distinct utterance.

When letters are put together so as to mean something, they form *words*. Before letters were invented, certain pictures or signs were used in writing instead of words.

REMARK.—The whole number of words in the English language, consisting of about 40,000, is divided into *nine different* classes or sorts.

LESSON III. (*Classification of Words.*) NOUNS, PRONOUNS.

One class of words consists of the *names* of things which we ~~can~~ see or think of.

Write or mention the names of the objects which you can see or think of.

Does every object have a name? *Ans.* A large number of objects of the same kind has a *common* name. For example; there is a great number of horses, and but one common name for all, *viz.* : *horse*.

Do any objects have a *particular* name which is applicable to no other object? *Ans.* Some objects are so important, that we wish to speak of them separately, and for convenience, we give them a particular name; as, Victoria, Halifax, Ottawa, James, Charles, &c.

Will you give particular names to some mountains? cities? rivers? towns? persons?

Do trees, birds, fish, and stones, have particular names? Why not?

Words which denote the names of objects and things are called NOUNS.

The pupil will observe that Grammar deals with the NAMES of things only; it has nothing to do with the things themselves. The thing hat is a *hat*—the word hat is a *noun*. Chalk is chalk, but the word or name chalk is a *noun*.

Write the words *I, thou, he, she it, we, you, they, him, he, them, who, which.*

Are these words names of things? *Ans.* They are not names or nouns, but they stand in place of nouns, and are called *pronouns*.

EXAMPLE.—I heard from my brother yesterday; *he* was well. The word *he* is used to avoid repeating *brother*.

LESSON IV. (*Classification of words.*) VERBS.

Write the words *sings, runs, neighs*.

Are these words the names of objects? What do they denote? *Ans.* They denote what something does. *What sings? What runs? What neighs?*

Write other words which will denote what *a man, a horse, a lion, a dog*, does.

How does the word *bird* differ from the word *sings*? *Ans.* The first is the name of a certain animal, the last denotes what the bird does.

What is the difference between the words *fox* and *runs*? *horse* and *neighs*? *dog* and *barks*? *sun* and *shines*? *wind* and *blows*?

Words which denotes what any thing does, has done, or will do, are called VERBS.*

REMARK.—The two classes of words explained, viz.: *the noun* and the *verb*, comprise a large part of all the words in the English language.

LESSON V. (*Classification of words.*) ADJECTIVES.

Write the words *good, great, wise, prudent*.

Are these words nouns? Why not? Write each before the noun. What do these words denote, when used before man? *Ans.* They denote *what kind* of a man, or the *quality* of a man.

Write words which will show what kind of a house you live in—what kind of a book you hold in your hand—what kind of a day it is.

These words which denote *what kind* or *quality*, are called ADJECTIVES.

* This is not designed as a complete definition of the verb. Oral explanation from the teacher, will be necessary to make the office of the verb intelligible to the learner.

NOTE.—The words *an* or *a*, and *the* are generally called *articles*, but as they resemble in their office the words *one*, *this*, *that*, &c., they are sometimes classed with adjectives which limit or restrict the meaning of nouns, and are called *Definitive adjectives*.

What is the difference between the words *horse* and *gray*?
Ans. The word *horse* is the name of an animal, the word *gray* denotes the kind, or quality of something. What is the difference between the words *light* and *pleasant*? *boy* and *good*? *tree* and *high*? *house* and *large*?

Apply three adjectives to *man*; three to *child*; three to *day*; three to *night*; four to *horse*; five to *tree*; three to *sun*.

LESSON VI. (*Classification of words.*) ADVERBS.

Write the words *pleasantly*, *sweetly*, *cheerfully*.

Can these words be joined to nouns? In the expression, *the sun shines*, to which word can *pleasantly* be joined to make sense? What kind of a word is *shines*? "The bird sings *sweetly*?" Which word shows *how* the bird sings? "The night was very dark." Which word shows *how* dark the night was? What kind of a word is *dark*? "He came *hastily*." Which word denotes the time? With which word is *hastily* connected?

Words which denote *manner*, *time*, *quantity*, &c., are called ADVERBS.

SUMMARY.

What is the number of words estimated to be in the English language?

Into what sorts or classes are these words divided, as explained in preceding lessons?

Name the Parts of Speech. *Ans.* THE ARTICLE, THE NOUN, THE PRONOUN, THE ADJECTIVE, THE PREPOSITION, THE VERB, THE ADVERB, THE CONJUNCTION, and THE INTERJECTION.

LESSON VII.—THE SENTENCE.

Write on the board or slate, in separate columns, the following *nouns* and *verbs*.

Nouns.—Wind, snow, stars.

Verbs.—Shine, flies, blows.

Place the nouns and the verbs together in such a way that they will make sense. How many things can be said with the six words above? Words put together in such a manner as to express an idea, form a SENTENCE; as, *The wind blows; the stars shine.* Write sentences, using the following words:

Water, ice, trees, sun, horse, grow, melts, freezes, shines, dogs, children, bark, play, walk, men, boys, ride, rolls, ball.

What parts of speech have you used in each sentence?

NOTE.—Every sentence contains at least one verb, and one noun, or something standing for a noun.

Write six sentences, using such nouns and verbs as you can recollect.

LESSON VIII.—MODIFICATIONS.

Join an *adjective* to each of the *nouns* in the following sentences to denote some quality; as, *The oak falls*; join an *adjective* to the noun *oak*, and the sentence will read, "*The sturdy oak falls.*"

The—youth learns.

The—children obey.

The—sun shines.

The—child weeps.

The—bird sings.

The—water flows.

Join an *adverb* to each of the verbs in the sentences above; as, *The youth learns readily*; *readily* is an *adverb* joined to the verb *learns*. Point out the *adjectives*, *nouns*, *verbs* and *adverbs*, in the following sentences.

Pine trees grow rapidly. The gentle wind blows softly. The little bird sings sweetly. The angry waves dash violently. The joyful tidings came to day. A wise man acts prudently.

LESSON IX.—FORMATION OF SENTENCES.

Write in separate columns the following *adjectives*, *nouns*, *verbs* and *adverbs*.

Adjectives.—Pleasant, kind, proud, dark.

Nouns.—Cloud, sun, parents, youth.

Verbs.—Shines, hangs, conduct, provide.

Adverbs.—Frowningly, brightly, carefully, unbecomingly.

Place four of the words above together, so as to form a sentence; as, *The dark cloud hangs frowningly.*

LESSON X.—OBJECT.

Write on the board or slate, "The wind shakes the leaves."

Which noun denotes the thing that acts? *Ans.* Wind.

Which noun denotes the thing acted upon? *Ans.* Leaves.

Which word expresses the action of the wind upon the leaves?

Ans. The verb *shakes*.

Point out the nouns which denote the actor, and the thing acted upon, in the following sentences.

The sun melts the snow.

The boy strikes the bell.

The wind drives the ship.

The hawk seizes the dove.

The frost swells the ground.

The rose perfumes the air.

In what condition or relation is the noun "sun," in the first sentence? *Ans.* In the condition or relation which denotes the thing that acts. In what state or relation is the word "snow"? *Ans.* In the state or relation to denote the thing acted upon.

The condition or relation of a noun in a sentence, is called its case.

The noun which denotes the doer or the thing spoken of is in the *nominative case*.*

The noun which denotes the thing acted upon, is in the *objective case*.*

Point out the nominative and objective cases in the sentences above. *See pages 18, 19.*

NOTE.—The cases of nouns need to be illustrated more fully than the limits of these first lessons will permit. But the teacher will be able by a little oral instruction, to make the subject intelligible to young learners. In this connection may be explained the difference between a *transitive* and an *intransitive* verb; and also the *number* and *gender* of nouns.

LESSON XI.—PREPOSITIONS, &c.

Write, "Rain falls—the clouds."

Place some word *before* "the clouds" to make sense.

They went — Toronto — the cars.

*The *subject* of a verb in the *passive voice* is an exception to this remark.

Place a word before "Toronto," and one before "the cars," to make sense.

The words which have been supplied are called PREPOSITIONS. For further explanation and exercises, *see page 31.*

Write, "James — Charles — Thomas are brothers." "George reads — writes." What words should be supplied to connect James with Charles? Charles with Thomas? reads with writes?

He is happy *because* he is good.

What word connects *he is happy*, with *he is good*?

The part of speech used to connect sentences or words, is called the CONJUNCTION. *See page 69.*

INTERJECTIONS are exclamatory words; as, O! ah! alas! *See page 71.*

LESSON XII.

When the parts of speech and their offices are well understood, the learner can proceed to the exercise of forming sentences, gradually extending them by joining qualifying words to the principal parts, according to the following method.

SENTENCE.—The wind drives.

Join an adjective.—The *tempestuous* wind drives.

Join an objective case.—The tempestuous wind drives *the ship*.

Join an adverb.—The tempestuous wind drives the ship *violently*.

Join a preposition and a noun following. { The tempestuous wind drives the ship *violently against the rocks*.

Extend the following sentences in a similar way.

The horse draws —

The scholar learns —

The sun warms —

Birds build —

The tree bears —

The tiger seizes —

Such exercises can be varied or extended at the pleasure of the teacher.

REMARK.—Exercises of this kind not only impart an interest to the study of Grammar, but also serve to facilitate the progress of the young learner, in acquiring a knowledge of the essential principles of language.

LESSONS FOR PARSING.

LESSON I.

Point out the nouns, verbs, and adjectives, in the lines below :

Cæsar, yesterday, shines, useful, dog, white, barks, runs, king, proper, rules, master, Cato, wise, sees, strives.

Point out the adjectives and the adverbs in the same lines.

DIRECTION.—The noun which denotes that of which something is said, is in the *nominative* case.

The bird sings. The dogs howl. Men labor. Time flies.
The moon is bright. The stars twinkle.

LESSON II.

DIRECTION.—Some adjectives are joined to nouns, to qualify their meaning; as, A *good* man; *good* qualifies man.

Mention what the adjectives qualify in the following expressions :

Tall trees. Pale moon. Lurid sky. The day is long. A mild disposition. A rapid current. A florid countenance. The sky is blue. A fleet horse. A ferocious tiger. A stormy night. Time is short.

LESSON III.

DIRECTION.—A verb is used to assert something about that which its nominative denotes; as, The rain *falls*; the verb *falls* is used to assert something about rain.

Point out the nominative case, and the word which is used to assert something.

Charles reads. James studies. The farmer ploughs. The fire burns. The coachman drives. The scholar learns. Sweet music charms. The tall tree bends.

LESSON IV.

DIRECTION.—The noun which follows a *transitive** verb is in the *objective* case; as, The miser loves *gold*; gold is in the objective case.

Point out the nouns in the objective case in the following sentences.

Charles reads his book. James studies his lesson. The farmer ploughs his ground. The fire burns the wood. The coachman drives his team. The scholar gains knowledge.

LESSON V.

DIRECTION.—Adverbs are joined to verbs, adjectives, participles, and other adverbs, to modify their meaning.

NOTE.—Adverbs may be generally known by asking *how?* *when?* or *how much?* the word that answers is the adverb.

The bird flies, [*how?*] *Ans.* Swiftly; *swiftly* is the adverb. He is very ill; *how ill?* the adverb answers.

Point out the adverbs in the following sentences, and show to what words they are joined.

* For an explanation of transitive verbs, See page 33.

The boat arrived here to-day. The ship was launched there yesterday. I dislike his conduct exceedingly. I esteem him too highly. He is very negligent. She sings sweetly.

LESSON VI.

DIRECTION. --A preposition connects the noun following it in sense, to some word preceding it; as, He returned *from* Toronto; from connects Toronto with returned.

Mention what words the prepositions connect in the following sentences.

He dwells in the city. The ship has sailed for London. He was buried beneath the river. The boy stood on the burning deck. The soldiers were in the camp. The city was taken by the British. The hill slopes towards the East. The Austrians were conquered in the battle.

LESSON VII.

Point out the different parts of speech and show their relation.

The British conquered the French at the battle of Waterloo. The army under Wellington captured the fine city of Madrid. The robin sings sweetly in the spring. The flowers bloom in the meadow. The lambs skip over the hills. Spring is the most delightful season of the year.

PARSING.

(The Rules will, of course, be omitted by the pupil till they have been learned.)

The man, thoughtful for the future, considers the affairs of this life carefully, but he will not be indifferent to the claims of the life to come.

The, is an article, because it is put before a noun to show the manner in which it is used. *Definite*, because its noun is

used definitely. Limits man, because it shows man, in this case, to be some particular person. (*Syntaz, Rule I.*)

Man, is a noun, because it is the name of a thing; common, because it is the name of a class; third person because it is spoken of; singular number because it denotes only one. Masculine gender because it denotes the male sex. Nominative case because it is the subject of a finite verb. (*Rule II.*)

Thoughtful, an adjective, because it is a word that qualifies a noun. Positive degree, because it expresses the simple quality of the noun; compared by more and most because it is word of more than one syllable. Qualifies man, because it tells us what kind of a man considers (*Rule IX.*)

For, is a preposition, because it shows the relation between the substantive following it (future) and some other word (thoughtful); shows the relation between thoughtful and future.

Future, a noun, &c. &c.

Considers, a verb, because it affirms; transitive, because the action passes from the subject (man) to the object (affairs). Regular, because it forms its past tense and past participle by adding *ed* to the present; *Present*, consider, *past*, considered; *past participle*, considered. Active voice because it represents its subject as acting on some object. Indicative Mood, because it declares the fact simply and without limitation. Pres. Tense, action continuing, because it denotes the action as going on at the present time. Third person and singular number, because its subject is third person and singular number, agreeing with its subject man. (*Rule XX.*)

The, an article, &c.; *affairs*, a noun, &c.; *of*, a preposition, &c.

This, an adjective pronoun (or a pronominal adjective); demonstrative, because it points out an object definitely; qualifies life, because it points it out definitely. (*Rule IX.*)

Life, a noun, &c.

Carefully, an adverb, because it is a word joined to a verb (considers) to modify it; an adverb of manner, because it shows how the act is performed. (*Rule XXVI.*)

But, a conjunction, because a word that connects propositions (in this instance); disjunctive, because it connects things that are to be taken separately; connecting the part of the sentence that precedes it with that which follows it. (*Rule XXVII.*)

He, is a pronoun, because a word used instead of a noun; personal, because its person is distinguished by its form; third person singular number masculine gender, because man is third person, singular number, masculine gender; nominative case, because it is the subject of a finite verb. (*Rules XIV & II.*)

Will be, is a verb, because it affirms; intransitive, because it does not express an action passing from its subject to an object; irregular because it does not form its past tense and past participle by adding *ed* to the present; conjugation, present am, past was, past participle been; indicative mood, present tense, action continuing, &c.

Not, an adverb, of negation, modifying *will be*.

Indifferent, an adjective, positive degree, compared by more and most, qualifying *he*. (*Rule IX.*)

To, a preposition, showing the relation (or grammatical connection) between *indifferent* and *claims*.

The, an article, definite, limiting *claims*. (*Rule I.*)

Claims, a noun common, third person, singular number, neuter gender, objective case, (object of relation expressed by the preposition *to*.)

Of, a preposition; *the*, an article.

Life, a noun common, third person singular number, neuter gender, objective case. (*Rule XVIII.*)

To come, is a verb, infinitive mood, present tense, governed by *life*. (*Rule XXIII.*)

LANGUAGE AND GRAMMAR.

LANGUAGE is the natural medium by which we express our thoughts. It consists of a great variety of sounds produced by the human voice, to which we attach a particular meaning.

GRAMMAR is both a SCIENCE and an ART

As a SCIENCE, it investigates the principles of language in general: as an ART, it teaches the relation of words to each other, thereby enabling us to express our thoughts in a correct manner, according to established usage.

ENGLISH GRAMMAR is the art of speaking and writing the English language with propriety.

Language is either spoken or written.

The elements of spoken language, are vocal and articulate sounds.

The elements of written language, are characters or letters which represent these sounds.

Letters are formed into syllables and words; words into sentences; and by these, properly uttered or written, men communicate their thoughts to each other.

GRAMMAR is divided into four parts; namely, *Orthography*, *Etymology*, *Syntax*, and *Prosody*.

Orthography treats of letters and syllables; *Etymology*, of words; *Syntax*, of sentences; and *Prosody*, of elocution and versification.

PART FIRST.

ORTHOGRAPHY.

ORTHOGRAPHY treats of the nature and properties of letters, and of the art of writing words correctly.

A letter is a mark, or character, used to represent an elementary sound of the human voice.

There are *Twenty-six* letters in the English Alphabet.

Letters are either Vowels or Consonants.

A *Vowel* is a letter which represents a simple *articulate* sound; and, in a word or syllable, may be sounded alone. The vowels are *a, e, i, o, u*, and *w* and *y* not before a vowel sounded in the same syllable, as in *law, bay*.

A *Consonant* is a letter which represents an *inarticulate* sound; and, in a word or syllable, is never sounded alone, but always in connection with a vowel. The consonants are *b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, x, z*, and *w* and *y* before a vowel sounded in the same syllable, as in *war, youth*.

A *Diphthong*, or digraph, is the union of two vowels in one sound. Diphthongs are of two kinds, proper and improper.

A *Proper Diphthong* is one in which both the vowels are sounded, as *ou*, in *out*; *oi*, in *oil*; *ow*, in *cow*.

An *Improper Diphthong* is one in which only one of the vowels is sounded, as *ou* in *court*, *oa* in *boat*.

A *Triphthong* is the union of three vowels in one sound, as *eau* in *beauty*.

SYLLABLES.

A *Syllable* is a certain vocal or articulate sound, uttered by one impulse of the voice, and

represented by one or more letters, as, *farm*, *farm-er*, *ea-gle*, *a-e-ri-al*.

Every word contains as many syllables as it has distinct vocal sounds, as *gram-ma-ri-an*.

A word of one syllable is called a *Monosyllable*.

A word of two syllables is called a *Dissyllable*.

A word of three syllables is called a *Trisyllable*.

A word of more than three syllables is called a *Polysyllable*.

NOTE.—For a complete analysis of the sounds of consonants and vowels, single and combined, see New Series of Reading Book.

SPELLING.

SPELLING is the art of expressing a word by its proper letters.

PART SECOND—ETYMOLOGY.

ETYMOLOGY treats of the different sorts of words, and the changes in form and relation to each other they undergo in our language. Man, men; boy, boys; men make proverbs; the tree struck the men.

A WORD is an articulate sound used by common consent as the sign of an idea.

Idea. The notices which we gain by sensation and perception, and which are treasured up in the mind to be the materials of thinking and knowledge, are denominated ideas. For example, when you place your hand upon a piece of ice, a sensation is excited which we call *coldness*. That faculty which notices this sensation or change produced in the mind is called *perception*; and the abstract notice itself, or notion you form of this sensation is denominated an *idea*. This being premised, we will now proceed to the consideration of words.

A few words consist of vocal or vowel sounds only, without articulation; as, *I, ah, awe, oh, owe, eye, &c.*

1.—Words in respect of their *Formation*, are either *Primitive* or *Derivative*, *Simple* or *Compound*

A *Primitive* word is one that is not derived from any other word in the language; as, *boy, just, father*.

A *Derivative* word is one that is derived from some other word; as *boyish, justice, fatherly*.

A *Simple* word is one that is not combined with any other word; as *man, house, city*.

A *Compound* word is one that is made up of two or more simple words; as, *manhood, horseman*.

2.—Words, in respect of *Form*, are either *Declinable* or *Indclinable*.

A *Declinable* or *Inflected* word is one which undergoes certain changes of *form* or *termination*, to express the different relations of person, number, gender, case; degree of comparison; voice, mood, tense, number, person; usually termed in Grammar *ACCIDENTS*; as *man, men; love, loves, loved, &c.*

In the changes they undergo, Nouns and Pronouns are said to be *declined*, Adjectives to be *inflected*, Verbs to be *inflected* or *conjugated*.

An *Indeclinable* word is one which undergoes no change of form ; as *good, some, perhaps*.

3.—In respect of *Signification* and *Use*, words are divided into different classes, called *Parts of Speech*.

There are nine sorts of words or PARTS OF SPEECH, namely :—Article, Substantive, (Noun and Pronoun,) Adjective, Preposition, Verb, Adverb, Conjunction, and Interjection ; and the particular sort or part of speech to which any word belongs, depends entirely upon the service thereby performed in the sentence under consideration.

Of these, the *Noun, Pronoun, Adjective, and Verb*, are declined ; the rest are indeclinable.

A *Substantive* is a noun, or any word, phrase, or proposition used as a noun.

Parsing is the resolving of a sentence into its elements or parts of speech, and stating the connection the various words have to each other, and the reason for the same.

THE ARTICLE.

AN ARTICLE is a word put before a noun, to show the manner in which it is used,

There are two articles, *a* or *an*, and *the*.

A or *an* is called the *Indefinite Article*, because it shows that its noun is used *indefinitely*, and not limited to a particular person or thing ; as, *a king*, i. e., *any king*.

The is called the *Definite* article, because it shows that its noun is used *definitely*, and refers to a particular person or thing; as, *the king*, i. e., *some particular King*, known or described.

A noun without an Article is taken in its widest sense; as *Man* is mortal; i. e., *All Mankind*. Or, in an indefinite sense; as, *There are men* destitute of all shame, i. e., *some men*.

The is sometimes put before a noun denoting the species; as, *the oak*; *the lion*.

OBSERVATIONS.

1. *A* is used before a consonant; as *A book, a house, a tree*.

Also, before words beginning with *u* long, and *eu*, because they sound as if beginning with the consonant *y*; thus, *A unit, a use, a eulogy*,—pronounced as if written, *a yunit, a yuse, a yeulogy*.

2. *An* is used before a vowel or *silent h*; as *An age, an hour*.

3. *A* or *an* is used before the *singular* number only; *the*, before either the singular or the plural.

4. *A* or *an* sometimes means *one* or *every*; as, *two cents a day*

The article is simply an adjective, and should not be considered a separate part of speech.

PARSING.—The article is parsed by stating an Article and why? Kind and why? Word it limits and why? and Rule.

See Syntax Rule I.

EXERCISES.

Is it proper to say—	a man,	or an man?	why?
	a apple,	or an apple?	why?
	a house,	or an house?	why?
	a hour,	or an hour?	why?
	a unicorn,	or an unicorn?	why?
	a ewe,	or an ewe?	why?

1. Prefix the indefinite article *a* or *an* correctly to the following words.

2. Tell which words are articles, and why—parse them.

Chair, table, horse, cart, book, house, garden, bird, owl, egg, ear, eye, tree, cow, unit, use, old man, young man, word, hook, pot, bench, desk, room, oven, oak, eulogy, ewe, uncle, aunt;—open wagon, useful contrivance, round stone, old hat.

3. In the following, correct such as are wrong, and give a reason for the change;—parse the articles.

An cup, a door, a apple, a pear, a ounce, a pound, an hat, an wig, an eulogy, an youth, a honor, a heir, a crow, a ostrich, a pen—a ugly beast, a useful tree, an humming bird, an neat cottage, a upper room, an huge monster.

THE NOUN.

A NOUN is *the name* of anything,

Any part of speech used simply as a word is regarded as a noun.

The simplest form of the noun is, when we give a particular name to some individual person, place, or thing—as: John Smith; London; Snowdon; Ottawa.

To have a separate name for every individual thing, however, would be impossible. Hence we form in our minds *classes* of things, which resemble each other in some way; and then we use one single name for the whole class—as Dog; Tree.

Thirdly, we often form *notions* of qualities, actions, or states of being, and give names to them, in order that we may speak of them apart from the persons or things to which they belong—as: Sleep; Virtue; Whiteness. Accordingly—

Nouns may be divided into two kinds:—

Firstly—names of individual persons or things—as:—Socrates, England, St. Paul's. These are termed *proper nouns*.

Secondly—names given in common to everything of the same kind, as:—Man, Horse, Country. These are termed *common nouns*.

REMARKS.—Proper nouns are used to distinguish individuals of the same class from one another. Common nouns distinguish *sorts* or *classes*, and are equally applicable to all things of the same class. Thus, the common noun *boy* is equally applicable to *all* objects of that class; but the proper nouns John, James, Robert, &c., are applicable only to *particular individuals* of a class.

Under common nouns are usually ranked,

1. *Collective* nouns, or nouns of multitude; as army, people.
2. *Abstract* nouns, or names of qualities; as piety, wickedness.
3. *Verbal* nouns, or names of actions; as, *reading, writing, sleeping*.
4. *Diminutive* nouns, or nouns derived from other nouns, and denoting a small one of the kind; as *stream, streamlet; leaf, leaflet; hill, hillock, &c.*
5. *Compound* nouns, or names composed of two words; as, *Rail-way*.

A word that makes sense after an *article*, or the phrase *speak of*, is a noun; as, *A man*; I speak of *money*.

When a proper noun is used to denote a whole class it becomes common, and generally has an article before it; as, "The twelve *Cæsars*," "He is the *Cicero* of his age," "A *Daniel* come to judgment." *A Campbell*, i. e., one of the Campbells.

Common nouns become proper when personified, and also when used as proper names; as, *Hail, Liberty! The Park, The Metropolis*.

To the class of nouns belongs everything, whether word, letter, mark, or character, of which we can think, speak, or write, regarded merely as an object of thought, even when, as sometimes happens, we do not give it a name. Thus when we say, "*Good*" is an adjective, *a* is a vowel, *b* is a consonant *A* is a capital, 4 is an even number, $\frac{1}{2}$ is a fraction, ? is a mark of interrogation, + is the sign of addition, — of subtraction, = of equality—*Good, a, b, A, 4, $\frac{1}{2}$, ?, +, —, =*, are all to be regarded as nouns.

EXERCISES.

1. In the following list distinguish proper nouns from common, and give a reason for the distinction :—

Canada, Hamilton, city, tree, nation, France, Philip, dog, horse, house, garden, Dublin, Edinburgh, London, river, Hudson, Ohio, Thames, countries, America, England, Ireland, Spain, sun, moon, stars, planets, Jupiter, Venus, Mars, man, woman, boy, girl, John, James, Mary, Susan, mountain, stream, valley.

The table and chairs in this room belong to John ; the book-case, writing-desk, and books to his brother.—Time and tide wait for no man.—The largest city in Europe is London ; in America, New York.—The Province of Ontario produces wheat, oats, barley, rye, corn and potatoes, ; while lumber and minerals, are the products of Nova Scotia and New Brunswick.

2. Write down ten nouns, or names of persons or things, and say something respecting each, so as to make a sentence thus :—

Summer—*summer* is the warmest season of the year.

3 Tell what words in the sentences so made, are nouns, and why ; which are proper, or common, and why.

ACCIDENTS OF THE NOUN.

The accidents of the Noun are *Kind*, *Person*, *Number*, *Gender*, and *Case*.

NOTE.—These accidents belong also to personal and relative pronouns.

PERSON, in grammar, denotes the relation of a Substantive to what is said in discourse.

The persons are three, *First*, *Second*, and *Third*

A noun is in the *First* person, when it denotes the speaker or writer ; as, “ I *Paul* have written it.”

A noun is in the *Second* person, when it denotes the person or thing addressed ; as, “ Thou

God, seest me"—“*Canada*, I love thee”—“*Henry*, come here.”

A noun is in the *Third* person, when it denotes the person or thing spoken of; as, “*Truth* is mighty”—“*Victoria* reigns.”

The *first* and the *second* person can belong only to nouns denoting persons, or things regarded as persons; because such only can speak or be spoken to. The *third* person may belong to all nouns; because every object, whether person or thing, may be spoken of.

REMARK — The third person is used sometimes for the *first*; as, thy *servant* became surety for the lad to my father.” Gen. xliv. 32 Sometimes, particularly in the language of supplication, it is used for the *second*; as, “O let not the Lord be angry.” Gen. xviii. 30. “Will the Lord bless us!”

A noun can be the subject of a verb only in the third person. A noun in the *first* or *second* person is never used as the subject of a verb, but only in apposition with the first or second personal pronoun, for the sake of explanation or emphasis; and sometimes in the second person, without a pronoun, as the object addressed

A noun in the predicate is generally, though not always, in the *third* person, even when the subject is in the first or second; as, “I am *Alpha*,” &c., “who *is*.” So with the pronouns *I* and *thou*; as, “I am *he*.” “Thou art the *man*.”

NUMBER is that property of a noun by which it expresses one, or more than one.

Nouns have *two* numbers, the *Singular* and the *Plural*. The Singular denotes *one*; the Plural, *more than one*.

The Plural is commonly formed by adding *s* to the Singular; as *book*, *books*.

SPECIAL RULES.

1.—Nouns in *s*, *sh*, *ch* soft, *o*, *x*, or *z*, form the plural by adding *es*; as, *Miss*, *Misses*; *brush*, *brushes*; *match*, *matches*; *hero*, *heroes*; *fox*, *foxes*; *topaz*, *topazes*.

Exc. Nouns in *eo*, *io*, and *yo*, and in *ch* sounding *k*, have *s* only; as, *cameo*, *cameos*; *folio*, *folios*; *monarch*, *monarchs*. Also *canto* has *cantos*; but other nouns in *o* after a consonant now commonly add *es*; as *grotto*, *grottoes*; *tyro*: *tyroes*, &c.

2.—Nouns in *y* after a consonant, change *y* into *ies* in the plural; as *Lady*, *ladies*.

Nouns in *y* after a vowel, follow the general rule; as *Day*, *Days*.

Also, all proper nouns in *y*; as, the POMPEYS; the TULLYS.

3.—Nouns in *F* or *FE*, change *F* or *FE* into *VES* in the plural; as, *LOAF*, *LOAVES*; *LIFE*, *LIVES*.

Exc. But *dwarf*, *scarf*; *brief*, *chief*, *grief*; *kerchief*, *handkerchief*, *mischief*; *gulf*, *turf*, *surf*; *life*, *strife*; *proof*, *hoof*, *roof*, *reproof*, follow the general rule. Also nouns in *ff* have their plural in *s*; as, *muff*, *muffs*; except *staff*, which has sometimes *staves*.

OBSERVATIONS.

1. Some nouns are irregular in the formation of the plural. They are the following:—

Singular.	Plural.	Singular.	Plural.
Man	men	Tooth	teeth
Woman	women	Goose	geese
Child	children	Mouse	mice
Foot	feet	Louse	lice
Ox	oxen	Penny	pence

2. Some nouns have both a regular and an irregular form of the plural, but with different significations ; as—

<i>Singular.</i>		<i>Plural.</i>
Brother	(one of the same family)	brothers
Brother	(one of the same society)	brethren
Die	(a stamp for coining)	dies
Die	(a small cube for gaming)	dice
Genius	(a man of genius)	geniuses
Genius	(a kind of spirit)	genii
Index	(a table of references)	indexes
Index	(a sign in algebra)	indices
Pea	(as a distinct seed)	peas
Pea	(as a species of grain)	pease
Sow	(an individual animal)	sows
Sow or swine	(the species)	swine
Penny	(a coin——)	pennies
Penny	(a sum or value)	pence

NOTE.—Though *pence* is plural, yet such expressions as *four-pence*, *sixpence*, &c., as the name of a sum, or of a coin representing that sum, is often regarded as singular, and so capable of a plural ; as, “Three fourpences, or two sixpences, make a shilling.” “A new sixpence is heavier than an old one.”

Compounds ending in *ful* or *full*, and generally those which have the important word last, form the plural regularly ; as *spoonful*, *cupful*, *coachful*, *handful*, *mouse-trap*, *ox-cart*, *court-yard*, *camero-obscura*, &c. ; plural, *spoonfuls*, *cupfuls*, *coachfuls*, &c.

Compounds in which the principal word stands first, pluralize the first word ; as—

<i>Singular.</i>	<i>Plural.</i>
Commander-in-chief	commanders-in-chief
Aid-de-camp	aids-de-camp
Knight-errant	knights-errant
Court-martial	courts-martial
Cousin-german	cousins-german
Father-in-law, &c.	fathers-in-law, &c.

Man-servant changes both ; as, *men-servants*. So also, *women-servants*, *knights-templars*.

The compounds of *man* form the plural as the simple word ; as, *fisherman*, *fishermen*. But nouns accidentally ending in *man*, and not compounds of *man*, form the plural by the general rule ;

as, *Turcoman*, *Mussulman*, *talisman*; plural, *Turcomans*, *Mussulmans*, &c.

3.—Words from foreign languages sometimes retain their original plural. As a general rule, nouns in *um* or *on* have *a* in the plural; but *is*, in the singular, is changed into *es*; *ex* and *ix*, into *ices*; *us* into *i*; as,

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
Alumnus	alumni	Genus	genera
Alumna	alumnae	Gymnasium	gymnasia
Amanuensis	amanuenses	Hypothesis	hypotheses
Analysis	analyses	Ignis fatuus	ignes fatui
Animalculum	animalcula	Index (<i>a pointer</i>)	indexes
Antithesis	antitheses	Index (<i>in algebra</i>)	indices
Apex	apices	Lamina	laminae
Appendix	appendices	Larva	larvæ
Arcanum	arcana	Magus	magi
Automaton	automata	Medium	media
Axis	axes	Memorandum	memoranda
Bandit	banditti	Metamorphosis	metamorphoses
Basis	bases	Miasma	miasmata
Beau	beaux	Momentum	momenta
Calx	calces	Monsieur	messieurs
Cherub	cherubim	Mr. <i>in aster</i>	messrs. (<i>masters</i>)
Chrysalis	chrysalides	Nebula	nebulae
Crisis	crises	Oasis	oases
Criterion	criteria	Parenthesis	parentheses
Datum	data	Phenomenon	phenamena
Desideratum	desiderata	Radius	radii
Diæresis	diæreses	Scholium	scholia
Effluvium	effluvia	Seraph	seraphim
Ellipsis	ellipses	Speculum	specula
Emphasis	emphases	Stamen	stamina
Encomium	encomia	Stimulus	stimuli
Ephemeris	ephemerides	Stratum	strata
Erratum	errata	Thesis	theses
Focus	foci	Verbena	verbenæ
Formula	formulae	Vertex	vertices
Fungus	fungi, funguses	Virtuoso	virtuosi
Genius	genii	Vortex	vortices

4.—Proper names have the plural, only when

they refer to a race or family, as the *Stewarts*; or to several persons of the same name; as the twelve *Cæsars*.

5.—Names of metals, virtues, vices, and things weighed or measured, are mostly singular; as *gold*, *meekness*, *temperance*, *milk*, *sugar*, &c.

6.—Some nouns are plural only; as *annals*, *data*, *bellows*, *scissors*, &c.

Some nouns are alike in both numbers; as, *deer*, *sheep*, *trout*, *salmon*, &c.

8.—Some nouns are plural in form; but in construction, either singular or plural; as *amends*, *means*, *news*, *riches*, *pains*; and the names of sciences; as, *mathematics*, *ethics*, &c.

9.—The article *a* or *an* before a singular noun, is dropped before the plural; as, singular, *a man*; plural *men*.

10.—Sometimes a plural noun takes the plural; as, the stars are out by *twos* and *threes*.

EXERCISES.

1. Put the following words in the plural, and give the rule for forming it; thus, "*Chair*, plural *chairs*." RULE, "The plural is commonly formed," &c.; "*Fox*, plural *foxes*." R. "Nouns in *s*, *sh*," &c.

Chair, fox, table, cat, dog, horse, house, hand, finger, arm, boy, girl; dish, church, box, miss, sky, body, key, day, toy, leaf, knife, wife, leaf. An apple, a pear, a bush, a church, a bell.

2. Write or spell the singular of the following plurals, and prefix the indefinite article:

Flies, boxes, leaves, brushes, knives, marshes, bays, tables, bushes, trees, dogs, ducks, geese, wives, duties, churches,

matches, mice, days, keys, staves, horses, mules, cows, sheep, goats, &c.

Tell the plural of the following irregular nouns :

Man, woman, child, ox, tooth, foot, goose, penny, mouse ; father-in-law, mother-in-law, court-martial, fisherman washer-woman, cousin-german, &c.

4. Tell the gender and number of the following nouns ; give the plural and the rule for forming it ; thus " House," a noun, neuter, singular ; plural, " houses." " The plural is commonly formed," &c.

House, boy, stone, boat, father, king, knife, annt, emperor, governess, pen, lioness, baron, sister, brother, lord, box, brush, rush, goose, bachelor, doe, bride, fly, loaf, study, coach, toy, month, watch, hero, church, tree, way, wife, half, fish, table, mother, apple, cherry, star, sun, moon, planet, earth, sky, mountain, river, sea, &c.

GENDER is the distinction of nouns with regard to Sex. There are two genders, the *Masculine* and *Feminine*.

Nouns denoting *males* are *Masculine* ; as, *man, boy,—king, lion.*

Nouns denoting *females* are *Feminine* ; as, *woman, girl,—queen, lionness.*

Nouns denoting neither *males* nor *females* are *Neuter Gender*, that is *neither Gender* ; as, *book, house, field.*

There are three ways of distinguishing the sexes.

1. By different words ; as,

<i>Male.</i>	<i>Fem.</i>	<i>Mrs.</i>	<i>Fem.</i>
Bachelor	maid	Hart	roe
Bau	belle	Horse	mare
Boy	girl	Husband	wife
Brother	sister	King	queen

<i>Male.</i>	<i>Fem.</i>	<i>Mas.</i>	<i>Fem.</i>
Buck	doe	Lord	lady
Bull	cow	Master	mistress
Drake	duck	Man	woman
Earl	countess	Nephew	niece
Father	mother	Ram, buck	ewe
Friar	nun	Son	daughter
Gander	goose	Stag	hind
Uncle	aunt	Wizard	witch

2. By a difference of termination.

<i>Masculine</i>	<i>Feminine</i>	<i>Masculine</i>	<i>Feminine</i>
Abbot	abbess	Arbiter	arbitress
Actor	actress	Author	authoress
Administrator	administratrix	Baron	baroness
Adulterer	adulteress	Bridegroom	bride
Ambassador	ambadress	Benefactor	benefactress
Count	countess	Peer	peeress
Deacon	deaconess	Poet	poetess
Duke	duchess	Priest	priestess
Elector	electress	Prince	princess
Emperor	empress	Prior	prioress
Enchanter	enchantress	Prophet	prophetess
Executor	executrix	Protector	protectress
Governor	governess	Shepherd	shepherdess
Heir	heiress	Songstress	songstress
Hero	heroine	Sorcerer	sorceress
Hunter	hunter	Sultan	{ sultana, or sul- taness
Host	hostess	Tiger	tigress
Jew	jewess	Traitor	traitress
Landgrave	landgravine	Tutor	tutoress
Lion	lioness	Viscount	vicountess
Marquis	marchioness	Votary	votaress
Mayor	mayoress	Widower	widow
Patron	patroness		

3. By prefixing a distinguishing word; as,

	<i>Masculine</i>	<i>Feminine</i>
Sparrow.	A cock sparrow.	A hen sparrow.
Goat.	A he goat.	A she goat
Servant.	A man servant.	A maid servant
Child.	A male child.	A female child.
Descendants.	Male descendants.	Female descendants

Many maculine nouns have no corresponding feminine ; as, *baker, brewer,* &c. : and some feminine nouns have no corresponding masculine ; as, *laundress, seamstress,* &c.

1. Some nouns are either *maculine* or *feminine* ; as, *parent, servant, neighbor.* Such are sometimes called Epicene and said to be of the *common gender.*

2. Some nouns naturally neuter, are often converted, by a figure of speech, into the masculine or the feminine ; as, when we say of the sun, "*He* is setting ;" of the moon, "*She* is eclipsed ;" and of a ship, "*She* sails."

3. Animals of inferior size, or whose sex is not known, are often spoken of as neuter. Thus, of a child we may say, "*It* is a lovely creature."

EXERCISES.

1. In the preceding lists, tell the feminine of each masculine noun, and the masculine of each feminine.

2. Tell the part of speech and gender of the following words : thus, *house*, a noun, neuter ; *boy*, a noun, masculine.

House, boy, stone, boot, cow, father, mother, sister, brother, daughter aunt, nephew, niece, uncle, shepherd, paper, pen, ink, parent, neighbor, friend, lion, widow, baron, negro, hero, house, tree, bird, mouse, fly, &c.

CASE is the state or condition of a noun with respect to the other words in a sentence.

Nouns have three cases ; the *Nominative, Possessive, and Objective.*

The *Nominative* case commonly expresses that of which something is said or declared; as, The *sun* shines.

The *Possessive* case denotes that to which something belongs; as, The *lady's* fan.

The *Objective* case denotes the object of some action or relation; as, James assists *Thomas*: they live in *Hamilton*.

The nominative and objective of nouns are alike.

The possessive singular is formed by adding an apostrophe (') and s to the nominative, as, *John's*.

When the plural ends in s, the possessive is formed by adding an apostrophe only; as, *Ladies'*.

NOUNS ARE THUS DECLINED:

<i>Nom.</i>	Lady	Ladies	John	—
<i>Poss.</i>	Lady's	Ladies'	John's	—
<i>Obj.</i>	Lady	Ladies	John	—

Proper names generally want the plural.

1. When the nominative singular ends in *ss*, or letters of a similar sound, the *s* after the apostrophe is sometimes omitted, in order to avoid too close a succession of hissing sounds; as, "for goodness' sake;" "for conscience' sake." This, however, is seldom done, unless the word following begins with *s*; thus, we do not say "the prince' feather," but "the prince's feather,"

2. The objective case with *of* before it, is generally equivalent to the possessive; thus, "the rage *of the tyrant*," and "the *tyrant's* rage," mean the same thing. Sometimes, however, the meaning will be different.

EXERCISES.

Gender, Number and Case.

Parse the following nouns by telling their number, gender, and case; thus, "Father," a noun, masculine, singular, nominative.

Father, mother, sister's husband, brothers wife, uncle's house, Tom's books, city, virtue's reward, brother's, sisters', bride's bottles, brush, goose, eagles' wings, echo, ox's horn, mouse, kings, queens, bread, child's toy, grass, tooth, candle, chair, Jane's boots, Robert's shoe, horse, bridle.

The *Nominative* case is used—

1. When a noun is used simply as the name of an object.
2. When it is used as that of which something is affirmed; as, "*John reads.*"
3. When it is used as a predicate; as, "*John is a good boy.*"
4. When it is used independent of any other word; as, "*O Absalom, my son!*"

This agrees with vocative and the substantive, is always 2nd person.

5. When the substantive comes before a present participle, and has no grammatical dependence on any other word, it is said to be in the *Nominative Absolute*; as, "*The day being fine, I went out;*" "*O the times;*" "*O the manners.*"

In this case the noun is invariably 3rd person.

The *Possessive* case connects with the name of an object, the idea of *origin, possession* or *fitness*; as, "*The sun's rays;*" "*John's book;*" "*a boy's cap;*" "*men's shoes.*"

The *Objective* case is used—

1. To denote the object of a transitive verb in the active voice as, "*James assists Thomas.*"
2. To denote the object of a relation expressed by a preposition; as, "*They live in London.*"
3. To denote time, value, weight, or measure, without a governing word; as, "*James is ten years old.*"

A Noun is parsed by stating a Noun, and why? Kind and why? Person and why? Number and why? Gender and why? Case and why? Government and why, and Rule.

(See *Syntax Rules II and VIII inclusive.*)

THE ADJECTIVE.

AN ADJECTIVE is a word used to qualify a substantive; as, A *good* boy; a *square* box; *ten* dollars. He is *poor*. To lie is *base*.

Adjectives may be classified as follows:

1. *Common Adjective*.—Formed from common words; as, *good, joyful, handsome, tall, short*.
2. *Proper Adjectives*.---Those formed of proper nouns; as, *British, Canadian, English, Grecian*.
3. *Numeral Adjectives*.---Subdivided thus:
 - A. *Cardinal*: one (1), two (2), three (3), four (4); they express how many are taken.
 - B. *Ordinal*: first (1st), second, (2nd); thus they show which one of a series ought to be taken.
4. *Pronominal Adjective* is a word that may accompany its noun or represent it understood; as, "Such as one sometimes meets with," that is, "Such individuals as a person sometimes meets with."—*Taylor*.
5. *Compound Adjective*.—Which is formed of two or more words joined by one or more hyphens; as, he is a *good-for-nothing* fellow, *rail-road* bridge.
6. The *Participial Adjective*; as, "*twinkling* stars;" "*Boughs* unshaken by the wind;" "There was not an open but an opened grave; there was not an empty but an emptied coffin."---(*Dr. Ormiston*.) They are derived from verbs, but have little or no reference to time.

1. Other parts of speech when used to qualify or limit a noun, or pronoun, perform the part of an adjective, and should be parsed as such; as, a *gold* ring, a *he* bear, the *then* king, the *above* remark, &c.

2. Adjectives are often used as nouns; as, God rewards the *good* and punishes the *bad*." "The *virtuous* are the most happy." Adjectives thus used are regarded as plural, because they denote more than one.

EXERCISES.

1. In the following Exercise, let the pupil first point out

the nouns and then the adjectives and tell how he knows them to be so.

A round table, a pretty dog, a little mouse, a low chair, a small book, a sharp knife, white paper, dirty books, ugly faces, a beautiful flower, a rich man, fresh fish, a wild horse, a short man, an old hat, a fierce dog, a good pen, a wise king, an honest man, tame rabbits, a fine day, a sweet apple, a long stick, a little handsome old house, a thick square book, a large white cat, a new book, a clean white frock, a full cup, an empty mug, a warm room, a wet towel, a cold rainy night, a cloudy sky, windy weather, hard frost, deep snow.

2. In the above Exercises, let the pupil take each noun and prefix to it as many adjectives as he can think of, so as to make sense ; as, for example, "table," *high table*, *low table*, *long table*, &c., &c., and in reciting put the emphasis on the adjective.

3. Let him take each adjective, and add to it as many nouns as he can think of, so as to make sense ; as, "round," a round *ball*, a round *hole*, a round *house*, a round *cake*, &c., putting the emphasis on the noun.

Adjectives which denote variable qualities, that is, are capable of increase or diminution, have three degrees of comparison ; the *Positive*, *Comparative*, and *Superlative*.

The *Positive* expresses the quality simply ;

The *Comparative* expresses the quality in a higher degree in one object than in another ;

The *Superlative* expresses the quality in the highest degree in one object compared with two or more.

Adjectives of one syllable form the comparative by adding *er* to the positive ; and the superlative, by adding *est* ; as *sweet*, *sweeter*, *sweetest*.

Adjectives ending in *e* mute, drop *e* before *er* and *est* ; as, *large*, *larger*, *largest*.

Adjectives of more than one syllable are

commonly compared by prefixing *more* and *most*; as, *beautiful, more beautiful, most beautiful*.

To these rules there are some exceptions.—Adjectives of two syllables are sometimes compared by *er* and *est*; as, “our *tenderest* cares;” “a *happier* state;” and adjectives of one syllable are sometimes compared by prefixing *more* and *most*; as *more wise most fit, &c.*

OBSERVATIONS.

1. Dissyllables in *le* after a mute, are generally compared by *er* and *est*; as, *able, abler, ablest*. After a consonant, *y* is changed into *i* before *er* and *est*; as, *dry, drier, driest*; *happy, happier, happiest*. But *y* with a vowel before it is not changed; as, *gay, gayer, gayest*.

2. Some adjectives form the superlative by adding *most* to the end of words; *upper, uppermost*. So, *undermost, foremost, hindmost, utmost*.

3. When the positive ends in a simple consonant preceded by a single vowel, the consonant is doubled before *er* and *est*; as, *hot, hotter, hottest*.

4. Some adjectives do not admit of comparison, viz.:

1st. Such as denote *number*; as, *one, two; third, fourth*.

2d. ————— *figure or shape*; as, *circular, square*.

3d. ————— *posture or position*, as, *perpendicular, horizontal*.

4th. Those of an absolute or superlative signification; as, *true, perfect, universal, chief, extreme, &c.*

5. Some adjectives are compared irregularly, as follows:

ADJECTIVES COMPARED IRREGULARLY.

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Good	better	best
Bad, evil or ill	worse	worst
Little	less	least
Much or many	more	most
Late	later	latest or last
Near	nearer	nearest or next
Far	farther	farthest
Fore	former	foremost or first
Old	older or eldest	oldest or eldest

Much is applied to things *weighed* or *measured*; *many* to those that are *numbered*. *Elder* and *eldest* are applied to *persons* only; *older* and *oldest* to either *persons* or *things*.

6. Besides the terminational comparison there is another, expressed by intensive words; as, *very* hard, *extremely* great; called the superlative degree of eminence, to distinguish it from the other. Other words, as, *still*, *yet*, &c., are sometimes used to denote comparison; as, "Short, shorter, shorter *still* my breath I drew."

An adjective is parsed by stating the degrees of comparison, how compared, the substantive it qualifies, and Rule.

EXERCISES.

1. Point out the *adjectives* in the following Exercise; parse them; compare them; thus, a good father; "good," an adjective, positive degree, qualifies "father," compared irregularly, *good*, *better*, *best*.

2. Point out the *nouns*, and parse them by telling their gender, number, and case, as directed; thus, "father," a noun, common, third person singular number, masculine, nominative case.

A good father, a wiser man, a more beautiful rose, wild horses, young colts, a sweeter apple, the wisest prince, green trees, the honest farmers, the most virtuous people, the richer tradesman, the better scholar, the tallest boy, the finer sheep, large oranges, the merriest fellows, the old soldier, pretty dogs, an ugly calf, the tamest rabbits, the little mouse, the longest stick, a wider table, a most excellent thing, the highest house, the most fruitful garden.

NUMERALS.—Four men, the fourth day, six days, the seventh day, 365 days, ten horses, the first time;—of four houses, the first is of wood; the second, of stone; the third and fourth, of brick.

See Syntax, Rules ix, x, xi, xii.

PRONOUNS.

A PRONOUN is a word used instead of a sub-

stantive ; as, *John* is a good boy ; *he* is diligent in *his* studies ; *it* is wrong to deceive.

Pronouns may be divided into four classes ; *Personal, Relative, Interrogative, and Adjective.*

The Accidents of Personal, Relative, and Interrogative pronouns are the same as those for the noun.

PERSONAL PRONOUNS.

PERSONAL Pronouns are those which distinguish the person by their form. They are either *simple* or *compound*.

1. The simple personal pronouns are *I, thou, he, she, it* ; with their plurals, *we, ye, or you, they.*

I is of the first person, and denotes the *speaker*.

Thou is of the second person, and denotes the *person addressed*.

He, she, it, are of the third person, and denote the person or thing spoken of.

The personal pronouns are thus declined :

	SINGULAR.			PLURAL.		
	<i>Nom.</i>	<i>Poss.</i>	<i>Obj.</i>	<i>Nom.</i>	<i>Poss.</i>	<i>Obj.</i>
1. <i>m. or f.</i>	I	mine	me	We	ours	us
2. <i>m. or f.</i>	Thou, you	thine	thee	You or ye	yours	you
3. <i>masc.</i>	He	his	him	They	theirs	them
3. <i>fem.</i>	She	hers	her	They	theirs	them
3. <i>neut.</i>	It	its	it	They	theirs	them

OBSERVATIONS.

1. In proclamations, charters, editorial articles, and the like, *we* is frequently applied to one person.

2. In addressing persons, *you* is commonly put both for the singular and the plural, and has always a plural verb. *Thou* is used only in addresses to the Deity, or any important object in nature; or to mark special emphasis; or, in the language of contempt. The plural form, *ye*, is now but seldom used.

3. The pronoun *it*, besides its use as the neuter pronoun of the third person, is also used *indefinitely* with the verb *to be* in the third person singular, for all persons, numbers, and genders; as, *it is I, it is we, it is you, it is they; it was she, &c.*

4. The possessive case of the pronoun cannot, like the possessive of the noun, be followed by the name of the thing possessed. Thus, we can say, *Mary's book*, but not "*her's book*;" and yet we can say equally well, "*It is Mary's,*" or, "*it is hers*" In both these last expressions, the name of the thing possessed is not expressed but implied.

5. *Hers, its, ours, yours, theirs*, should never be written *her's, it's, our's, your's, their's*.

2. The compound personal pronouns are *Myself, thyself, himself, herself, itself*; plural, *ourselves, yourselves, themselves*.

These pronouns are used, without change of form, in the nominative and the objective case. In the nominative they are *emphatic*, and are added to their respective personal pronouns or nouns, or are used instead of them; as, "*I myself did it; himself shall come.*" In the objective, they are *reflexive*, showing that the agent is also the *object* of his own act; as, "*Judas went and hanged himself.*" *Ourself* and *yourself* are used as compounds corresponding to *we* and *you* applied to individuals; as, "*We ourself will follow.*" "*You must do it yourself.*"

Parse the following articles, nouns, adjectives, and pronouns.

EXERCISES.

I, thou, we, me, us, thine, he, him, she, hers, they, thee, them, its, theirs, you, her, ours, yours, mine, his, I, me, them, us, we, thou, thine, ye, ours, yours. Himself, yourselves, herself, themselves, ourself, yourself, itself.

Give me the pears you bought of him; I like them better than the apple he bought; it was sour. She told us what we said to her, and they heard her. Put it on, will you? He likes them because they are sweet. Take them to John. I gave them to her. We will do it, if you wish. The men said they would do it. The girl said she did not know them. The boy thought he knew them. You and I went with them to meet her after she had seen him. He and I can do it, though you can not. James bought that book; it is therefore his, and not hers."

"Remember thy Creator in the days of thy youth." "Honor thy father and thy mother, that thy days may be long in the land which the Lord thy God giveth thee." "As ye would that others should do to you, do ye even so to them."

Take an easy reading lesson, and go over it in the same way.

RELATIVE PRONOUNS.

1. A RELATIVE Pronoun is one that relates to, and connects its clause with a substantive before it, called the *antecedent*; as, "The master *who* taught us."

The antecedent is a noun or pronoun; sometimes a word, a phrase, or clause of a sentence; as,

The boy *who* reads;

He who does well, will be rewarded;

James is sick, which accounts for his absence.

2. The relative pronouns are *who*, *which*, *that*, and *what*. *Who*, *which* and *that* are alike in both numbers; and are thus declined:

	<i>Sing. & Plural.</i>	<i>Sing. & Plural.</i>	<i>Sing. & Plural.</i>
Nom.	Who	Which	That
Poss.	Whose	Whose	Whose
Obj.	Whom	Which	That

3. *Who* is applied to persons; as, the boy

who reads. *Ye* is sometimes an adjective; as, *ye* winds, that have made me your sport. I mourn, but *ye* woodlands I mourn not for you.

And also to inferior animals, and things without life, when they are represented as speaking and acting as rational beings.

4. *Which* is applied to inferior animals, and things without life; as, the dog *which* barks; the book *which* was lost:

And also to collective nouns composed of persons; as, "the court of Spain, *which*;" "the company *which*." And likewise after the name of a person used merely as a word; as, "The court of Queen Elizabeth, *which* was but another name for prudence and economy."

Which was formerly applied to persons as well as things, and is so used in the common version of the Scriptures.

5. *That* is often used as a relative, instead of *who* or *which*, and applied both to persons and things.

6. *What* is applied to things only, and is never used but when the antecedent is omitted; as, "This is what I wanted"=*that which* I wanted.

OBSERVATIONS ON THE RELATIVE.

1. The office of the relative is twofold.—1st. It is used to connect its clause with the antecedent for the purpose of further describing it. Thus used it is said to be *additive*; as, "Light is a body *which* moves with great celerity"=*and it moves*, &c. 2nd. It is used to connect its clause with the antecedent for the purpose of limiting or restricting it like an adjective or adjunct. Thus used, it is said to be *restrictive*; as, "The man *who* is good is happy"=The good man is happy.

2. *Whoever*, *whosoever*, *whatever*, and *whatsoever*, are used as compound relatives, and are equivalent to the relative and a general or indefinite antecedent; as, "*Whosoever* committeth sin, is the servant of sin;" that is "*any one*," or "*every one who* committeth sin," &c. "*Whatsoever* things are of good report;" i. e. "*All things* (without exception) *which* are of good report."

3. *Which* and *what* are sometimes used as adjectives, and have a noun following them; as, "Tell *me* what books you are reading;" "*Which* things are an allegory." In this sense, *which* applies either to persons or things, and in meaning is equivalent to *this* or *these*.

4. *Who*, and also *which* and *what*, without a noun following, are sometimes used as indefinite pronouns; as, I do not know who will be our next Governor General.

INTERROGATIVE PRONOUNS.

Who, *which*, and *what*, when used in asking questions are called INTERROGATIVE pronouns, and always refer to some substantive expressed or understood.

As interrogatives, *who* is applied to persons only; *which* and *what*, either to persons or things. *What* is indeclinable.

Who, *which*, and *what*, used responsively, are indefinite pronouns; as, "I know who wrote that letter."

A RELATIVE pronoun refers to a subject that is antecedent; an Interrogative to one that is subsequent; as, "James, who did it," "Who did it? James."

EXERCISES.

Is it proper to say—the man who, or the man which? why?
 the dog who, or the dog which? why?
 the tree who, or the tree which? why?
 the family who, or the family which? why?

EXERCISES IN PARSING.

A pronoun is parsed by stating its kind, number, person, gender, case, government and rule.

The boy who studies will improve. I love the man who tells the truth, but all hate him who deals in falsehood. Do you remember the man whom we met? There is the book which you lost. It is the same book that you bought. That is the lady who has been kind to us, and whose hand is ever open to the poor. It is the hand of the diligent that maketh rich. He that giveth to the poor lendeth to the Lord. The Temple which Solomon built. Who gave you that book, which you prize so much? Which house is yours? He who preserves me, to whom I owe my being, whose I am, and whom I serve, is Eternal.

ADJECTIVE PRONOUNS.

There are four sorts of ADJECTIVE pronouns; viz.: the *Possessive*, *Distributive*, *Demonstrative*, *Indefinite*.

1. The *Possessive* pronouns are such as denote possession. They are *my*, *thy*, *his*, *her*, *our*, *your*, *their*, *its*, *own*.

2. The *Distributive* pronouns represent objects as taken separately. They are *each*, *every*, *either*, *neither*.

3. The *Demonstrative* pronouns point out objects definitely. They are *this* and *that*, with their plurals, *these* and *those*.

4. The *Indefinite* pronouns denote persons or things indefinitely. They are *none*, *any*, *all*, *such*, *whole*, *some*, *both*, *one*, *other*. The two last are declined like nouns.

OBSERVATIONS.

1. These pronouns are called *adjective*, because, like adjectives, they either are, or may be, followed by a noun which they qualify or limit.

2. Possessive pronouns have the same meaning as the possessive case of the personal pronouns to which they relate, but are used differently. The possessive pronoun must always have a noun after it, the possessive case of the personal, never, as it always refers to a noun previously expressed; thus,

Possessive Pronoun

This is *my* book;
That is *her* pen;
This is *your* hat;
It is *their* house;

Possessive Case.

This book is *mine*.
That pen is *hers*.
This hat is *yours*.
The house is *theirs*.

NOTE.—*Own* is added to another possessive to make it emphatic; as, "*my own*," "*their own*," "*the boy's own book*."

3. *His* and *her*, followed by a noun, are possessive pronouns; not followed by a noun, they are personal pronouns.

4. *That* is sometimes a demonstrative, sometimes a relative, sometimes a conjunction, and sometimes a noun.

That is a *relative* when it can be turned into *who* or *which*, without destroying the sense; as, "The days that (or which) are past, are gone forever."

That is a *demonstrative* pronoun when it is placed immediately before a noun, expressed or understood; as, "*That* book is new." "*That* is not the one I want."

That is a *conjunction* when it cannot be turned into *who* or *which*, but marks a consequence, an indication, or final end; as, "He was so proud, *that* he was universally despised." He answered, "*that* he never was so happy as he is now." Live well *that* you may die well.

That, or any word, may be used as a noun; as, the word, *that* is spelled with four letters.

All the *indefinite* pronouns (except *none*) and even the *demonstrative*, *distributive*, and *possessive*, are *adjectives* belonging to nouns either expressed or understood; and in parsing, I think they ought to be called adjectives.

The phrase *none other* should be *no other*.—*Another* has no plural.

5. Among indefinites may also be reckoned such words as, *no, few, many, several* and the like;—the compounds *whoever, whatever, whichever*. &c., and *who, which, and what*, in responsive sentences.

6. *None* is used in both numbers; but it cannot be joined to a noun.

The Adjective Pronoun or Pronominal Adjective is parsed by stating, part of speech, class, the noun it qualifies and Rule.

EXERCISES.

My book, her shoes, your horse, their father, his brother, every hour, that table, these quills. This is my book; that book is yours. Where is my hat? These apples are good; give some to your brothers. I will give one to each. I have given them all away, every one. Every day try to do good to some person. This book will do as well as that one. Every boy should keep his own books. Do good to all men---injury to none.

See Syntax, Rules, xiii, xiv, xv, xvi, xvii.

NOUNS, ARTICLES, ADJECTIVES AND PRONOUNS TO BE PARSED.

I found my hat upon your table; but where is yours? Who put that glove in my cap? Have you seen the book which my father gave to me? That rod of yours is longer than mine, but not so long as John's. Those trees have lost their leaves. Every book on that shelf is mine, I will give you a list of them. Keep this knife for my sake; it is a good one. All men are mortal; time waits for no one; a wise man will improve every moment for some useful purpose.

PREPOSITIONS.

A **PREPOSITION** is a word which shows the relation between a substantive following it, and some other word in the sentence; as,

"*Before* honor is humility." "They speak *concerning* virtue."

In these sentences, the preposition, "*before*," points out the relation between "*honor*" and "*humility*;" and "*concerning*" points out the relation between "*virtue*" and "*speak*."

NOTE.—Instead of a noun or pronoun, a preposition may be followed by an infinitive mood, a phrase or clause of a sentence, used as a substantive; as, We are *about* to depart. Honored for having done his duty. The crime of being a young man.

1. Every preposition requires the substantive after it to be in the *objective case*. When any preposition does not govern an objective case, it becomes an *adverb*; as, He rides *about*.

2. But, in such phrases as *cast up, hold out, fall on*, the words *up, out, on*, may be considered as a part of the verb, rather than as prepositions or adverbs.

3. Of the words related by the preposition, the one preceding it is called the antecedent term; the word following it is called the subsequent term; and the latter being governed by the preposition is called its *regimen*. The preposition and its regimen united constitute a complement of the antecedent term; the number of complements a word may have is not limited.

In such expressions as, a hunting, &c., a being used for at or on, is a preposition; and, in, he jumped ashore, unless separated, it is a prefix merely.

Physical relations are for the most part local. Activity is motion. Relations of activity are directions of motion, and arrange themselves in antitheses, forming a beautiful system; as, *in* and *out*, the only absolute relation of space; *before* and *behind*, *above* and *below*; relative relation of space; *to* and *from*, relations of direction; *into* and *out of* a compound relation; also, relation of Time, as *after, during, agent* and *instrument, by, with*, cause or motion as, *on account of, opposition, against; exclusion, but, except, possession of*.

PARSING.—The preposition is parsed by stating what part of speech, the words between which it shows the relation, and the Rule; thus,

“Before honor is humility.” “*Before*” is a preposition, and shows the relation between “honor” and “humility.”

EXERCISES.

1. Point out the prepositions in the following exercises, and parse them:

I went from London to Bath. Queen Victoria walked about the garden with her son. They dined without me. I fell off a ship into the river near (to) the bridge. This box of wafers is for you. Charles put it upon the table against the inkstand. Turn down the lane through the gate. I shall go up the road after him. Run to that tree near the house. It stands between the trees. Put it on the table at the side of the house. I found the knife among the ashes under the grate. Sit by me. John is at school. They all went except me.

(See *Syntax Rules XVIII, XIX*.)

1. A VERB is a word that *affirms* something of its subject ; as, I *write* ; time *flies*.

2. Verbs are of two kinds with regard to the nature of their action; *Transitive* and *Intransitive*.

3. A TRANSITIVE VERB expresses an act done by one person or thing to another ; as, James *strikes* the table ; The table *is struck* by James.

AN INTRANSITIVE VERB expresses the *being* or *state* of its subject or an act *not* done to another ; as, I *am*, he *sleeps*, you *run*.

OBSERVATIONS.

1. The use of the verb is, to affirm. That of which it affirms is called its *subject*, or *nominative*.

2. *Transitive* verbs includes all those which express an act that *passes over* from the actor to an object acted upon ; as, *He* loves *us*. Here, "*He*" is the actor, "*loves*" expresses the act, and *us*, the object loved, or acted upon. The same thing can be expressed by another form ; thus, "We are loved by him." Of these two forms of the verb, the first is called the *active* voice, and the second, the *passive* voice.

Intransitive verbs include all verbs not transitive, whether they express action or not ; and they have only one form,

namely, that of the active voice; as, *I am*; you *walk*; they *run*. A few have the passive form, but the sense is the same in both; as, "*I am come*," and, "*I have come*."

3. Intransitive verbs are sometimes rendered transitive, by adding a noun of the same, or similar signification with themselves, as an object; thus, intransitive, *I run*; transitive, *I run a race*.

4. The same verbs are sometimes used in a transitive, and sometimes in an intransitive sense; thus, transitive, "*Charity thinketh no evil*;" intransitive, "*Think on me*."

5. Transitive and intransitive verbs may be distinguished by the sense, as follows:

- 1st. A transitive active verb requires an object after it to complete the sense; as, *The boy studies grammar*. An intransitive verb requires no object after it, but the sense is complete without it; as, *He sits*, you *ride*.
- 2d. Every transitive active verb can be changed into the passive form; thus, "*James strikes the table*," can be changed into "*The table is struck by James*." But the intransitive verb can not be so changed; thus, *I smile* cannot be changed into *I am smiled*.
- 3d. In the use of the transitive verb there are always *three* things implied; the *actor*, the *act*, and the *object* acted upon. In the use of the intransitive there are only *two*—the *subject* or thing spoken of, and the *state* or *action* attributed to it.

Verbs that denote merely *to be* or *exist*, are always intransitive, and are called Substantive verbs, all others are called Adjective verbs.

1. In the following Exercises, point out the *verbs*, and tell how you know them to be verbs; thus, "*learn*" is a verb, because it tells us what "*boys*" do; "*rides*" is a verb, because it tells us what "*a man*" does, &c.

2. Tell which verbs are *transitive*, and which *intransitive*, and how you know them to be so; thus, "*learn*" is transitive, because it tells us what "*boys*" do to lessons; "*rides*" is intransitive, because what "*a man*" does is not done to any person or thing.

Boys learn lessons. A man rides. We read a book. My dog barks. The fire burns. The fire burns me. He took their apples. You saw them. We touched it. They strike her. I threw a stone at his window. They killed my rabbit. The horses eat their corn. The cows drink water. I can ride well.

A ride improves the health. That man walks fast. A long walk tires me. I love her and you.

In the following sentences, it takes *two*, and sometimes *three words* to make the verb; and these two or three are always parsed together as one part of speech.

I *will water* the garden. James can write a letter. You may ride on my horse. Robert will give a book to you. Yes, he will give you a book. You must light the candle. Your father has sold his horse. I have bought him. John will brush your coat. He *should have brushed* it before. James will have written his letter before night. He may have it written already.

In respect of form, verbs are divided into *Regular*, *Irregular*, and *Defective*,

1. A **REGULAR VERB** is one that forms its *Past tense* in the Indicative active, and its *Past participle* by adding *ed* to the Present; as Present, *act*; Past, *acted*; Past Participle, *acted*.

These are also called the weak conjugation, because they require the aid of *addition* from without to the present, to form the preterit or past tense; as fill, filled. Here the addition of the sound *d*, a contraction for *did*, is necessary.

Verbs ending in *e* mute, drop *e* before *ed*; as, *love*, *loved*, *loved*.

2. An **IRREGULAR VERB** is one that does not form its *Past tense* in the Indicative active, and its *Past participle* by adding *ed* to the Present; as, Present, *write*; Past, *wrote*; Past participle, *written*.

The Verbs of the Ancient or Strong Conjugation form their *Past*, or *Præterit tense*, by simply changing the vowel. Thus, *sing* is formed

from *sing* by changing *i* into *a*. They are called *Strong* because the Past is thus formed independently within itself, without any addition. [Fowler, 328.]

3. A DEFECTIVE VERB is one in which some of the parts are wanting. To this class belong chiefly *Auxiliary* and *Impersonal*, or rather, *Unipersonal verbs*.

AUXILIARY VERBS.

The AUXILIARY, or *helping verbs*, are those by the help of which verbs are inflected. They are the following, which, as auxiliaries, are used only in the present and the past tense, viz. ;

<i>Pres.</i>	Do,	have,	shall,	will,	may,	can,	am,	must.
<i>Past</i>	Did,	had,	should,	would,	might,	could,	was,	—.

The verb *to be* is used as an auxiliary in all its tenses.

Be, do, have and will, are also principal verbs.

The auxiliary (or helping) verbs are so called, because, by their help, the verb is enabled to express varieties of time and manner of acting or being, which it could not do without them. The auxiliary always stands before its verb, and the two are regarded, in parsing, as *one part of speech* ; as *I will write*, *he has written*, *we may write*, &c.

Of the auxiliaries, *shall* implies duty or obligation ; *will*, purpose or resolution ; *may* liberty ; *can*, ability. The past tense of these verbs is *should*, *would*, *might*, *could* ; but still they express time very indefinitely.

In affirmative sentences, *will*, in the first person, intimates resolution and promising ; as, "*I will go* ;" in the second and third, it commonly foretells ; as, "*You will be happy*."

Shall, in the first person, only foretells ; as, "*I shall go to-morrow* ;" in the second and third, it promises, commands or threatens ; as, "*Thou shalt not steal*."

EXERCISES.

1. Put the following regular verbs into the Past tense and Past participle :

Fear, love, look, hope, show, learn, move, wash, clean, walk, desire, return, oblige, form, force, punish, support, turn, touch, disturb, place, try, deny, cry, delay.

2. Change the following verbs from the Past tense into the Present ;

Marked, protected, composed, favored, turned, hated, mixed, believed, wounded, rushed, preached, hunted, crushed, warned, pleaded, loved, ended.

The Accidents of Verbs, are *Voices, Moods, Tenses, Numbers, and Persons* ;—also *Participles*.

OF VOICES.

VOICE is a particular form of the verb, which shows the relation of the subject, or thing spoken of, to the action expressed by the verb.

Transitive verbs have two voices, called the *Active* and the *Passive*.

1. The ACTIVE VOICE represents the subject of the verb as acting upon some object ; as, James *strikes* the table.

Here the verb "*strikes*," in the active voice, indicates what its subject, "*James*," does to the object, "*Table*."

2. The PASSIVE VOICE represents the subject of the verb as acted upon by some person or thing ; The Table *is struck* by James.

Here the verb, "*is struck*," in the passive voice, indicates what is done to the subject, "*table*," by James.

3. Intransitive verbs have not a passive voice. A few admit a passive form, but not a passive sense; thus, *I am come*, means the same thing as, *I have come*.

4. When a verb, usually intransitive, is made transitive, it is then capable of a passive voice; as, "*My race is run*."

EXERCISES.

In each of the following sentences the pupil may be questioned, as on the first, in the following manner: Who is the person spoken of in this sentence? Ans.—John is the person spoken of. What is said of John? Ans.—It is said of John he studies. Does the word represent John as acting, or as acted upon? Ans.—The word represents John as acting. In what voice then is "studies?" Ans.—Studies is in the active voice. Change the sentence so as to make "grammer," the thing spoken of, and express the same meaning. "Grammer is studied by John." Analyze this sentence in the same way as the other.

John studies grammer. Cain slew Abel. Noah built the ark. The temple was built by Solomon. Columbus discovered America. Pride ruins thousands. Most men are governed by custom. I have written a letter.

MOODS.

Mood is the *mode or manner* of expressing the signification of a verb.

Verbs have *five* moods; namely, the *Indicative*, *Potential*, *Subjunctive*, *Imperative*, and *Infinitive*.

1. The **INDICATIVE** mood declares the fact expressed by the verb simply, and without limitation; as, *He loves*; *He is loved*.

2. The POTENTIAL mood declares, not the fact expressed by the verb, but only its *possibility*; or the *liberty*, power, *will*, or *obligation*, of the subject with respect to it; as,

The wind *may* blow; We *may* walk or ride; I *can* swim; He *would* not stay; You *should* obey your parents.

3. The SUBJUNCTIVE mood declares the fact expressed by the verb, not as actual, but as *conditional*, *desirable*, or *contingent*; as

"If thy presence *go* not with us carry us not up hence."

This mood is subjoined to another verb and dependent on it.

4. The IMPERATIVE mood commands, exhorts, entreats, or permits; as,

Do this; *Remember* thy Creator; *Hear* O my people; *Go* thy way for this time.

5. The INFINITIVE mood declares the meaning of the verb in a general manner, and commonly has *to* before it; as, *To love*.

OBSERVATIONS.

1. The subjunctive mood differs from the indicative only in the second and the third person singular of the present tense. The verb "*to be*," differs also in the past tense.

In ordinary discourse, the imperative mood has only the second person.

Among the poets, however, we sometimes find a *first* and a *third* person in the imperative; as, "*Confide* we in ourselves alone"—"*With virtue be* we armed,"—*Hunt's Tasso*. "*And rest* we here, Matilda said,"—*Scott*. "*Somebody call* my wife,"—*Shakespeare*.

"*Fall he that must beneath his rival's arm,
And live the rest secure from future harm.*"---*Pope.*

"*Laugh those that can, weep those that may.*"---*Scott.*

Such expressions as "Hallowed be thy name,"—"Thy kingdom come,"—"Be it enacted,"—"So be it," &c., may be regarded as examples of the *third person* in the imperative.

This mode of expression is sometimes used, even when no definite individual is addressed; as, "Let there be light." "Perish he, whosoever he be, that took me," &c.,---*Œdipus Tyrannus.*

In the original these expressions are in the Imperative.

The infinitive mood may be considered as a verbal noun, having the nominative and the objective case, but not the possessive; and hence it is used either as the subject of another verb, or as the object after it.

When the verb in the infinitive has a subject why should we not give it number and person?

Singular.

1. *person*, He desired me to do it.
2. *person*, I desired thee to do it.
3. *person*, I desired him to do it.

Plural.

1. They desired us to do it.
2. I desired you to do it.
3. I desired them to do it.

TENSE OR DISTINCTION OF TIME.

TENSES are certain forms of the verb, which serve to point out the distinctions of time.

Time is naturally divided into *Present*, *Past*, and *Future*; and an action may be represented, either as incomplete and continuing, or as completed at the time spoken of. This gives rise to six tenses, only two of which are expressed in English by a distinct form of the verb. The others are formed by the aid of auxiliary verbs: thus,

PRESENT	{ <i>Action continuing</i> ; as, I love, I do love, I am loving.
	{ <i>Action completed</i> ; as, I have loved, I am come.
PAST.	{ <i>Action continuing</i> ; as, I loved, I did love, I was loving.
	{ <i>Action completed</i> ; as, I had loved, I was come.
FUTURE	{ <i>Action continuing</i> : as, I shall or will love.
	{ <i>Action completed</i> ; as, I shall have loved.

The tenses in English are six; namely, the

Present, the *Present-perfect*, the *Past*, the *Past-perfect*, the *Future*, and the *Future-perfect*.

TENSES OF THE INDICATIVE MOOD.

The Indicative mood has all the six tenses ; they are used as follows ;

1. The PRESENT tense represents what is going on at the present time ; as, *I love you. I am loved.*

2. The PRESENT-PERFECT tense represents an action or event as completed at the present time ; or in a period of which the present forms a part ; as “ *John has cut his finger.* ” “ *I have sold my horse.* ” “ *I have done nothing this week.* ”

3. The PAST tense represents what took place in past time ; as, “ *Queen Elizabeth died in 1603 ;* ” “ *The ship sailed when the mail arrived.* ”

4. The PAST-PERFECT, or plu-perfect tense represents an action or event as completed at or before a certain past time ; as, “ *I had walked six miles that day ;* ” “ *All the judges had taken their seats before Sir Roger came.* ”

5. The FUTURE tense represents what will take place in future time ; as, “ *I will see you again, and your hearts shall rejoice.* ”

6. The FUTURE-PERFECT tense represents that an action or event will be completed at or be-

fore a certain time, yet future ; as, “ I *shall have* got my lesson before ten o'clock to-morrow.”

NOTE.—The tenses inflected without an auxiliary, are called SIMPLE tenses ; those with an auxiliary are called COMPOUND tenses.

TENSES OF THE OTHER MOODS.

7. The Potential mood has four tenses : the *Present*, the *Present-perfect*, the *Past* and the *Past-perfect*.

The tenses in this mood indicate the time, not of the act expressed by the verb, but of the *liberty, power, will*, or obligation, expressed by the auxiliary, or sign of the tense ; thus, “ I may write,” does not express the act of *writing* as present, but only the *liberty* to write, expressed by the auxiliary *may*.

Hence the time expressed by the verb in this mood is less definite, and depends not so much on the tense as on other words with which it stands connected. This is the case especially with the Past tense.

8. The Subjunctive mood, in its proper form, has only the present tense. The verb *to be* has the present and the past. The indicative mood is also used as the Subjunctive.

Sometimes the imperative mood is found in the present-perfect tense ; as, “ Have done thy charms, thou hateful withered hag.”—SHAKSPEARE.

9. The Imperative mood may always be regarded as present ; i. e. the command, &c., is present, though the doing of the act commanded is future.

10. The Infinitive mood has three tenses ; the *Present*, the *Perfect* and the *Future*, as, to love, to have loved, to be about to love.

11. Participles have three tenses ; the *Present*, the *Past*, and the *Perfect* ; as, *Loving*, *loved*, *having loved*.

OBSERVATIONS ON THE TENSES.

1. The *Present* tense is used to express, 1st—the simple existence of the fact ; as, “He *speaks*.” 2d—what is habitual or always true ; as, “He *takes* tea.” 3d—In historical narration, it is used for the past ; as, “*Cæsar leaves* Gaul,” for “*Cæsar left* Gaul.”

2. The *Present-perfect* is used, 1st—To express what *has taken place* at the present time, or in a period of time of which the present forms a part ; as, “My father *has arrived*.” 2d—To express an act or state continued through a period of time reaching to, and including the present ; as, “He *has* [now] *studied* six months.” 3d—To express an act long since completed, when the reference is not to the act of finishing, but to the thing finished as still existing ; as, “*Cicero has written* orations.”

3. The time indicated by the *Past* tense is regarded as entirely past, however near ; as, “I *saw* him a moment ago.” It is also used to express what was customary in past time ; as, “She *attended* church regularly.”

4. The *Past* tenses of the *Potential*, and the *Subjunctive* mood, are less definite in regard to time, than the same tenses in the *Indicative*.

PARTICIPLES.

A *PARTICIPLE* is a word which, as a verb, expresses an action or state, and, as an adjective, qualifies a substantive ; as,

There is a boy *amusing* himself ; *Devoted* to study, he soon became learned ; *Having finished* our task, we may play.

Verbs have three participles ; the Present, the Past, and the Perfect ; as, *Loving, loved, having loved* ;—*Being loved, loved, having been loved*.

OBSERVATIONS.

1. The *Present Participle* active ends always in *ing*, and has an active signification ; as, James is *building* a house. In many verbs, however, it has also a passive signification ; as, The house was *building*, when the wall fell.

2. The *Past Participle* has the same form in both voices. In the active voice, its signification is active ; as, He has *concealed* a dagger under his cloak ;—In the passive voice its signification is passive ; as, He has a dagger *concealed* under his cloak.

3. The *Perfect Participle* is always compound, and has an active signification in the active voice, and a passive signification in the passive voice.

4. The participle in *-ing* is often used as a verbal or participial noun, having the nominative and objective case, but not the possessive. In this character, the participle of a transitive verb may still retain the government of the verb, or it may be divested of it by inserting an article before it, and the preposition *of* after it.

5. Some participles, laying aside the idea of time, and simply qualifying a noun, become participial adjectives, and as such admit of comparison ; as, An *amusing*—a *more amusing*—a *most amusing* story. A *most devoted* friend.

NUMBER AND PERSON.

1. Every tense of the verb has two NUMBERS, the *Singular* and the *Plural* ; and each of these has three PERSONS.

2. The FIRST person asserts of the person speaking ; its subject is always *I* in the singular, and *we* in the plural ; as, *I* write ; *we* write.

3. The SECOND person asserts of the person

spoken to; its subject is always *thou* in the singular; and *ye* or *you* in the plural; as, *Thou* writest; *ye* or *you* write.

4. The THIRD person asserts of the person or thing spoken of; its subject is any noun, or the pronoun *he*, *she*, *it*, or *they*, used instead of it; as, *John* reads; *he* walks; *they* run.

OBSERVATIONS.

1. The first, second, and third persons plural are, except in the verb *to be*, always like the first person singular.

2. The second person singular of the present indicative active ends in *st* or *est*; as, *thou lovest*; *thou readest*;—of the past, generally in *st*; as, *thou lovedst*. All the other persons in both numbers in this tense are alike.

3. Verbs that end in *s*, *sh*, *ch*, *z*, *x*, or *o*, form the third person singular of the present indicative active, by adding *es*, or, in the grave style, *eth*; as, *He teaches*, or *teacheth*. All others add *s* or *th*, or *eth*; as, *he loves*, or *loveth*;—*reads*, *readeth*.

4. Verbs in *y* with a consonant before it, change *y* into *i* before the terminations *est*, *es*, *eth*, *ed*; but not before *ing*; as, *try*, *triest*, *tries*, *trieth*, *tried*, *trying*.

5. The Infinitive mood, or a clause of a sentence, sometimes expresses that of which a person speaks, and is therefore the subject of the verb. When it does so it is always regarded as the third person, and a pronoun standing instead of it is in the neuter gender; as, *To play* is pleasant; *it* promotes health.

CONJUGATION OF VERBS.

1. The *Conjugation* of a verb is the regular combination and arrangement of its several *voices*, *moods*, *tenses*, *numbers*, and *persons*.

2. In the active voice, most verbs have two

forms; the *Common*; as, *I read*; and the *Progressive*; as, *I am reading*.

Besides these, in the present and the past indicative active, there is a third form called the *Emphatic*; as, *I do read*, *I did read*. The other tenses and also the progressive and the passive form, are rendered emphatic by placing a greater stress of voice on the first auxiliary; as, *I have read*---*I am reading*---*it is read*.

3. In parsing a verb is conjugated by giving its principal parts, as follows;

	<i>Present.</i>	<i>Past.</i>	<i>Past Part.</i>
ACTIVE.	Love.	Loved.	Loved.
PASSIVE.	Am loved,	Was loved,	Been loved.

THE VERB "TO BE."

The intransitive irregular verb *To BE*, is inflected through all its moods and tenses, as follows:

PRINCIPAL PARTS.

Present, am. *Past, was.* *Past Participle, been.*

INDICATIVE MOOD.

PRESENT TENSE.

<i>Singular.</i>		<i>Plural.</i>	
1st Person.	I am.	1st Person.	We are.
2nd Person.	Thou art.	2nd Person.	You are.
3rd Person.	He is.	3rd Person.	They are.

PRESENT-PERFECT TENSE.

Sign, *have*.

- | | |
|--------------------|--------------------|
| 1. I have been. | 1. We have been. |
| 2. Thou hast been. | 2. You have been. |
| 3. He has been. | 3. They have been. |

PAST TENSE.

- | | |
|---------------|---------------|
| 1. I was. | 1. We were. |
| 2. Thou wast. | 2. You were. |
| 3. He was. | 3. They were. |

PAST-PERFECT TENSE.

Sign, *had*.

- | | |
|---------------------|-------------------|
| 1. I had been. | 1. We had been. |
| 2. Thou hadst been. | 2. You had been. |
| 3. He had been. | 3. They had been. |

FUTURE TENSE. (PREDICTIVE.)

Signs, *Shall* and *will* *

- | | |
|------------------|------------------|
| 1. I shall be. | 1. We shall be. |
| 2. Thou wilt be. | 2. You will be. |
| 3. He will be. | 3. They will be. |

* *Will* in the first person singular and plural, intimates *resolution* and *promising*; as, *I will* not let thee go except thou bless me. *We will* go. *I will* make of thee a great nation.

Will, in the second and third person commonly *foretells*; as, *He will* reward the righteous. You, or they, *will* be very happy there.

Shall, in the first person, only *foretells*; as, *I, or we, shall* go to-morrow. In the second and third person. *Shall* commands, promises or threatens; as, *Thou, or you, shall* be rewarded. *Thou shalt* not steal. The soul that sinneth *shall* die.

But this must be understood of affirmative sentences only; for when the sentence is interrogative, just the reverse commonly takes place; as, *Shall* I send you a little of the pie? i. e. *will* you permit me to send it? *Will* James return to-morrow? i. e. do you expect him?

When the second and third person are represented as the subjects of their own expressions, or their own thoughts, *SHALL* foretells, as in the first person; as, "He says he *shall* be a loser by this bargain." "Do you suppose you *shall* go?" and *WILL* promises, as in the first person; as, "He says he *will* bring Pope's Homer to-morrow." "You say you *will* certainly come."

Of *Shall* it may be remarked, that it never expresses the *will* or *resolution* of its nominative; Thus, *I shall* fall; *Thou shalt* love thy neighbor; *He shall* be rewarded; express no resolution on the part of *I, thou, he*.

Did *Will*, on the contrary, always intimate the resolution of its *nom.* the difficulty of applying *will* and *shall* would be at an end; but this cannot be said: for though *will* in the first person always expresses the resolution of its *nom.* yet in the second and third it does not *always* foretell, but often intimates the resolution of its *nom.* as strongly as it does in the first person; thus, *Ye will* not come unto me that ye may have life. *He will* not perform the duty of my husband's brother.—*Deut.* xxv. 7, see also verse 9. According to *will*, the past time of *will* is used in the same manner; as, *And he was* angry and *would* not go in.—*Luke* xv. 23.

Should and *would* are subject to the same rules as *shall* and *will*; they are generally attended with a supposition; as, *Were* I to run, *I should* soon be fatigued, &c.

Should is often used instead of *ought*, to express duty or obligation; as, *We should* remember the poor. *We ought* to obey God rather than men.

FUTURE TENSE, (PROMISSIVE.)

Signs *shall* and *will*.

- | | |
|-------------------|-------------------|
| 1. I will be. | 1. We will be. |
| 2. Thou shalt be. | 2. You shall be. |
| 3. He shall be. | 3. They shall be. |

FUTURE-PERFECT TENSE. (PREDICTIVE.)

Signs *shall have* and *will have*.

- | | |
|--------------------------|--------------------------|
| 1. I will have been. | 1. We will have been. |
| 2. Thou shalt have been. | 2. You shall have been. |
| 3. He shall have been. | 3. They shall have been. |

FUTURE-PERFECT TENSE. (PROMISSIVE.)

Signs, *shall have* and *will have*.

- | | |
|-------------------------|-------------------------|
| 1. I shall have been. | 1. We shall have been. |
| 2. Thou wilt have been. | 2. You will have been. |
| 3. He will have been. | 3. They will have been. |

POTENTIAL MOOD.

PRESENT TENSE.

Signs, *may*, *can*, *must*.—Inflect with each.*Singular.*

1. I may be.
2. Thou mayest be.
3. He may be.

Plural.

1. We may be.
2. You may be.
3. They may be.

PRESENT-PERFECT TENSE,

Signs, *may have*, *can have*, or *must have*.—Inflect with each.

- | | |
|----------------------------|------------------------|
| 1. I may have been. | 1. We may have been. |
| 2. Thou mayest* have been. | 2. You may have been. |
| 3. He may have been | 3. They may have been. |

PAST TENSE.

Signs, *might*, *could*, *would*, *should*—Inflect with each.

- | | |
|----------------------|-------------------|
| 1. I might be. | 1. We might be. |
| 2. Thou mightst* be. | 2. You might be. |
| 3. He might be. | 3. They might be. |

* Morell and Prof. Fowler, *large Grammar*, spell these words—*mayest* *mightest*.

PAST-PERFECT TENSE,

Signs, *might have, could have, would have, should have*.—Inflect with each.

- | | |
|-----------------------------|--------------------------|
| 1. I might have been. | 1. We might have been. |
| 2. Thou mightst* have been. | 2. You might have been. |
| 3. He might have been. | 3. They might have been. |

SUBJUNCTIVE MOOD.

PRESENT TENSE, (*Subjunctive form.*)

Singular.

1. *If I be.*
2. *If thou be.*
3. *If he be.*

Plural.

1. *If we be.*
2. *If you be.*
3. *If they be.*

PAST TENSE (*Subjunctive form.*) †

- | | |
|---------------------------------|-------------------------|
| 1. <i>If I were.</i> | 1. <i>If we were.</i> |
| 2. <i>If thou were or wert.</i> | 2. <i>If you were.</i> |
| 3. <i>If he were.</i> | 3. <i>If they were.</i> |

IMPERATIVE MOOD.

Singular.

1. Let me be.
2. Be, or be thou.
3. Let him be, or be he.

Plural.

1. Be we, or let us be.
2. Be, or be ye or you.
3. Let them be, or be they.

INFINITIVE MOOD.

PRESENT TENSE.

To be.

PERFECT TENSE.

To have been.

FUTURE TENSE.

About to be.

PARTICIPLES.

PRESENT, Being.

PAST, Been.

PERFECT, Having been.

* Morel and Prof. Fowler, large Grammar, spell these words—*mayest, mightest*.

† The remaining tenses of this mood are, in every respect similar to the corresponding tenses of the indicative mood. But some say that the future perfect when used with a *condition* has *shall* in *all* the persons; thus, If I *shall* have loved. If thou *shall* have loved. If he *shall* have loved, If we, you, or they *shall* have loved.

Thou unless, except, whether &c., may be joined to the subjunctive mood, as well as *if*.

EXERCISES.

Am, is, art, wast, I was, they were, we are, hast been, has been, we have been, hadst been, we had been, you have been, she has been, we were, they had been.

I shall be, shalt be, we will be, thou wilt be, they shall be, it will be, thou wilt have been, we have been, they will have been, we shall have been, am, it is.

I can be, mayst be, canst be, she may be, you may be, he must be, they should be, mightst be, he would be, it could be, wouldst be, you could be, he may have been, wast.

We may have been, mayst have been, they may have been, I might have been, you should have been, wouldst have been; (if) thou be, we be, he be, thou wert, we were.

Be thou, be, to be, being, to have been, if I be, be ye, been, having been, if we be, if they be, to be.

Snow is white; he was a good man; we have been younger; she has been happy; it had been late; we are old; you will be wise; it will be time; if they be thine; be cautious; be heedful youth; we may be rich.

THE VERB "TO LOVE."

The regular verb *to love*, in the common form, is inflected through all its moods and tenses, as follows :

ACTIVE VOICE.

PRINCIPAL PARTS.

Present, love.

Past, loved.

Past participle, loved.

INDICATIVE MOOD.

PRESENT TENSE, (*Action Continuing.*)*Singular.*

1. I love.
2. Thou lovest.
3. He loves (*or loveth*).

Plural.

1. We love.
2. You love.
3. They love.

(EMPHATIC FORM.)

Singular.

Plural.

- | | |
|--------------------|-----------------------|
| 1. I do love. | 1. We do love. |
| 2. Thou dost love. | 2. Ye or you do love. |
| 3. He does love. | 3. They do love. |

(PROGRESSIVE FORM)

Singular.

Plural.

- | | |
|---------------------|---------------------|
| 1. I am loving. | 1. We are loving. |
| 2. Thou art loving. | 2. Ye are loving. |
| 3. He is loving. | 3. They are loving. |

PRESENT-PERFECT TENSE, (*Action Completed.*)

Sign, *have.*

- | | |
|--------------------------|---------------------|
| 1. I have loved. | 1. We have loved. |
| 2. Thou hast loved. | 2. You have loved. |
| 3. He has or hath loved. | 3. They have loved. |

Another Form.—Verbs of motion.

- | | |
|-------------------|-------------------|
| 1. I am come. | 1. We are come. |
| 2. Thou art come. | 2. Ye are come. |
| 3. He is come. | 3. They are come. |

PAST TENSE, (*Action Continuing.*)

- | | |
|------------------|----------------|
| 1. I loved. | 1. We loved. |
| 2. Thou lovedst. | 2. You loved. |
| 3. He loved. | 3. They loved. |

PAST TENSE, (*Emphatic Form.*)

- | | |
|---------------------|-------------------|
| 1. I did love. | 1. We did love. |
| 2. Thou didst love. | 2. You did love. |
| 3. He did love. | 3. They did love. |

PAST-PERFECT TENSE, (*Action Completed.*)

Sign, *had.*

- | | |
|----------------------|--------------------|
| 1. I had loved. | 1. We had loved. |
| 2. Thou hadst loved. | 2. You had loved. |
| 3. He had loved. | 3. They had loved. |

FUTURE TENSE, (*FUTURATIVE*) (*Action Continuing.*)

- | | |
|--------------------|-------------------------|
| 1. I shall love. | 1. We shall love. |
| 2. Thou wilt love. | 2. Ye or you will love. |
| 3. He will love. | 3. They will love. |

FUTURE TENSE, (PROMISSIVE.) (*Action Continuing.*)

- | | |
|---------------------|---------------------|
| 1. I will love. | 1. We will love. |
| 2. Thou shalt love. | 2. You shall love. |
| 3. He shall love. | 3. They shall love. |

FUTURE-PERFECT TENSE, (PREDICTIVE.) (*Action Completed.*)

- | | |
|--------------------------|------------------------------|
| 1. I shall have loved. | 1. We shall have loved. |
| 2. Thou wilt have loved. | 2. Ye or you will have loved |
| 3. He will have loved. | 3. They will have loved. |

FUTURE-PERFECT TENSE, (PROMISSIVE.) (*Action Completed.*)

- | | |
|---------------------------|---------------------------|
| 1. I will have loved. | 1. We will have loved. |
| 2. Thou shalt have loved. | 2. You shall have loved. |
| 3. He shall have loved. | 3. They shall have loved. |

POTENTIAL MOOD.

PRESENT TENSE, (*Action Continuing.*)Signs, *may, can, must.*

- | | |
|---------------------|-------------------|
| 1. I may love. | 1. We may love. |
| 2. Thou mayst love. | 2. You may love. |
| 3. He may love. | 3. They may love. |

PRESENT-PERFECT TENSE, (*Action Completed.*)Signs, *may have, can have, must have.*—Inflect with each.

- | | |
|---------------------------|-------------------------|
| 1. I may have loved. | 1. We may have loved. |
| 2. Thou mayst have loved. | 2. You may have loved. |
| 3. He may have loved. | 3. They may have loved. |

PAST TENSE, (*Action Continuing.*)Signs, *might, could, would, should*—Inflect with each.

- | | |
|-----------------------|---------------------|
| 1. I might love. | 1. We might love. |
| 2. Thou mightst love. | 2. You might love. |
| 3. He might love. | 3. They might love. |

PAST-PERFECT TENSE, (*Action Completed.*)Signs, *might have, would have, could have, should have.*—Inflect with each.

- | | |
|-----------------------------|---------------------------|
| 1. I might have loved. | 1. We might have loved. |
| 2. Thou mightst have loved. | 2. You might have loved. |
| 3. He might have loved. | 3. They might have loved. |

SUBJUNCTIVE MOOD.

PRESENT TENSE (*Subjunctive form.*) (*Action Continuing.*)

- | | |
|-------------------------|-------------------------|
| 1. <i>If I love.</i> | 1. <i>If we love.</i> |
| 2. <i>If thou love.</i> | 2. <i>If you love.</i> |
| 3. <i>If he love.</i> | 3. <i>If they love.</i> |

PRESENT TENSE (*Indicative form.*) (*Action Continuing.*)

- | | |
|---------------------------|-------------------------|
| 1. <i>If I love.</i> | 1. <i>If we love.</i> |
| 2. <i>If thou lovest.</i> | 2. <i>If you love.</i> |
| 3. <i>If he loves.</i> | 3. <i>If they love.</i> |

PRESENT-PERFECT TENSE.

- | | |
|------------------------------------|-------------------------------|
| 1. <i>If I have loved.</i> | 1. <i>If we have loved.</i> |
| 2. <i>If thou hast loved.</i> | 2. <i>If you have loved.</i> |
| 3. <i>If he has or hath loved.</i> | 3. <i>If they have loved.</i> |

PAST TENSE.

- | | |
|----------------------------|--------------------------|
| 1. <i>If I loved.</i> | 1. <i>If we loved.</i> |
| 2. <i>If thou lovedst.</i> | 2. <i>If you loved.</i> |
| 3. <i>If he loved.</i> | 3. <i>If they loved.</i> |

PAST-PERFECT TENSE.

- | | |
|--------------------------------|------------------------------|
| 1. <i>If I had loved.</i> | 1. <i>If we had loved.</i> |
| 2. <i>If thou hadst loved.</i> | 2. <i>If you had loved.</i> |
| 3. <i>If he had loved.</i> | 3. <i>If they had loved.</i> |

FUTURE TENSE (*Predictive.*)

- | | |
|------------------------------|------------------------------|
| 1. <i>If I shall love.</i> | 1. <i>If we shall love.</i> |
| 2. <i>If thou wilt love.</i> | 2. <i>If you will love.</i> |
| 3. <i>If he will love.</i> | 3. <i>If they will love.</i> |

FUTURE TENSE (*Promissive.*)

- | | |
|-------------------------------|-------------------------------|
| 1. <i>If I will love.</i> | 1. <i>If we will love.</i> |
| 2. <i>If thou shalt love.</i> | 2. <i>If ye shall love.</i> |
| 3. <i>If he shall love.</i> | 3. <i>If they shall love.</i> |

FUTURE-PERFECT TENSE (*Predictive*)

- | | |
|------------------------------------|------------------------------------|
| 1. <i>If I shall have loved.</i> | 1. <i>If we shall have loved.</i> |
| 2. <i>If thou wilt have loved.</i> | 2. <i>If ye will have loved.</i> |
| 3. <i>If he will have loved.</i> | 3. <i>If they will have loved.</i> |

FUTURE-PERFECT TENSE (*Promissive.*)

- | | |
|-------------------------------------|------------------------------------|
| 1. <i>If I will have loved.</i> | 1. <i>If we will have loved.</i> |
| 2. <i>If thou shalt have loved.</i> | 2. <i>If you shall have loved.</i> |
| 3. <i>If he shall have loved.</i> | 3. <i>If thy shall have loved.</i> |

The emphatic form of the present is, *If I do love, if thou do love, if he do love, etc.*; of the past, *If I did love, if thou didst love, etc.*, as in the Indicative.

IMPERATIVE MOOD.

*Singular.**Plural.*

- | | | |
|-----------------------|-----------------------------|---------------------------------|
| | 1. Let me love. | 1. Love we. |
| <i>Common form.</i> | 2. Love, or love thou. | 2. Love, or love ye or you |
| <i>Emphatic form.</i> | 2. Do thou love. | 2. Do ye or you love. |
| | 3. Love he or let him love. | 3. Love they, or let them love. |

INFINITIVE MOOD.

*Present, To love.**Perfect, To have loved.**Future, To be about to love.*

PARTICIPLES.

*Present, Loving.**Past, Loved.**Perfect, Having loved.*

A VERB is parsed by stating,

A Verb and why? kind and why? class and why? conjugation, voice and why? mood and why? tense and why? person and number and why? subject and rule.

He loves, they love, I have loved, you will love, thou teachest they will learn, he has written, I had given, James will go, John may come, he might read, they would have studied, children play, boys studied, they did study. Write thou, come ye. To love, to sing, to have played, reading, sleeping, running, loved, learned, having loved, having gone, birds fly, horses galloped, the fire burns, the sun did shine, the moon has changed.

1. *The Nominative Case.*

N. B.—A verb in the active voice tells what some person or thing does. That person or thing, then, is its subject; thus, in

the first sentence of the succeeding Exercise, the word "*loves*" tells what "*he*" does; *he*, therefore, is its subject, and is in the nominative case.

2. The Objective Case.

A transitive verb in the active voice tells what its subject does to some person or thing. That person or thing is the *object* of the verb, and is in the objective case. Thus, in the sentence, "He loves us," *loves* is a transitive verb, and tells what its subject, *he*, does to *us*. *Us*, then, is its object, and is in the *objective* case.

The nominative, or subject, is usually before the verb; the objective is usually after it.

He loves us; I will love him. Good boys will study their lessons. Children love play. The dog killed my rabbit. James has written a letter. Cows eat hay. A fire warms the room. Bring some wood. I have studied grammar. Girls may write letters. Your sister can sing. He would like to hear a song. Give that book to me. I will give this book to you. Lend me your pen. Children should obey their parents; they should love God. Remember the Sabbath day, to keep it holy. All men must die. Time waits for no man. Do good to all men. John will mend my pen; I will thank him. You would oblige me by assisting me to learn this lesson. Tell Henry to shut the door.

"And he opened his mouth and taught them saying, Blessed are the poor in spirit; for theirs is the kingdom of heaven. Blessed are they that mourn; for they shall be comforted. Blessed are the meek; for they shall inherit the earth. Blessed are they which do hunger and thirst after righteousness; for they shall be filled."

NEGATIVE FORM.

The verb is made to *deny* by placing the word *not* after the simple form; as, "Thou lovest *not*;" and between the auxiliary and the verb in the composed form; I *do not* love. When two auxiliaries are used, *not* is placed between them; as, I *would not have* loved.

In the infinitive and participles, the negative is put first, as *Not to love*; *not loving*.

INTERROGATIVE FORM.

The verb is made to ask a question by placing the nominative

or subject after the simple form ; as, Lovest thou ? and between the auxiliary and the verb in the compound forms ; as, Do I love ? When there are two auxiliaries the nominative is placed between them ; Shall I have loved ?

The subjunctive, imperative, infinitive, and participles can not have the interrogative form.

EXERCISES.

I love you. You loved me. James studies grammar. Your father has come. He will go soon. The ship foundered at sea. John would eat apples. Apples will grow on this tree. The horse will run a race. The fox had caught the goose. Rabbits eat clover. Study overcomes most difficulties. Labor promotes health. Wealth makes the man. Poverty scatters friends. The ships sail. The sun has set. The moon rose. The stars will shine.

N. B. Let the pupils make similar exercises for themselves, and parse them.

PROGRESSIVE FORM OF THE VERB.

The PROGRESSIVE form of the verb is inflected by prefixing the verb *to be*, through all its moods and tenses, to the present participle ; thus,

PRESENT.	1. I am writing.	2. Thou art writing, &c.
PRES. PERF.	1. I have been writing	2. Thou hast been writing, &c.
PAST.	1. I was writing.	2. Thou wast writing, &c.
PAST PERF.	1. I had been writing.	2. Thou hadst been writing, &c.
FUTURE.	1. I shall be writing,	2. Thou shalt be writing, &c.
FUT. PERF.	1. I shall or will have been writing.	2. Thou shalt or wilt have been writing, &c.

In this manner go through the other moods and tenses.

NOTE. Verbs which in the common form imply *continuance*, do not usually admit the progressive form ; thus, *I am loving*, (if proper), would mean nothing more than, *I love*.

EXERCISES

1. Change the following verbs from the simple into the progressive form :

He writes, they read, thou teachest, we have learned, he had written, they go, you will build, I ran, John has done it, we taught, he stands, he stood, they will stand, they may read, we can see, you should study, we might have read.

2. Change the following, from the progressive into the simple form :

We are writing, they were singing, they have been riding, we might be walking, I may have been sleeping, they are coming, thou art teaching, they have been eating, he has been moving, we have been defending, they had been running.

3 Parse the above verbs in the progressive form ; thus, "*We are writing* ;" "*are writing*," is a verb, transitive, irregular ; *wite, wrote, written* ; in the present, indicative, active, first person, plural, progressive form.

PASSIVE VOICE.

A PASSIVE verb is formed by putting the past participle of any transitive verb after the auxiliary verb *to be*, and inflected by putting it through all its moods and tenses ; thus.

Present, Am loved. *Past*, Was loved. *Past part.*, loved.

INDICATIVE MOOD.

PRESENT TENSE.

Singular.

1. I am loved.
2. Thou art loved.
3. He is loved.

Plural

1. We are loved.
2. You are loved.
3. They are loved.

PRESENT-PERFECT TENSE.

Sign, have.

- | | |
|--------------------------|--------------------------|
| 1. I have been loved. | 2. We have been loved. |
| 2. Thou hast been loved. | 2. You have been loved. |
| 3. He has been loved. | 3. They have been loved. |

PAST TENSE.

- | | |
|---------------------|---------------------|
| 1. I was loved. | 1. We were loved. |
| 2. Thou wast loved. | 2. You were loved. |
| 3. He was loved. | 3. They were loved. |

PAST-PERFECT TENSE.

Sign, *had*.

- | | |
|---------------------------|-------------------------|
| 1. I had been loved. | 1. We had been loved. |
| 2. Thou hadst been loved. | 2. You had been loved. |
| 3. He had been loved. | 3. They had been loved. |

FUTURE TENSE, (*Promissive*.)Signs, *shall* and *will*.

- | | |
|-------------------------|-------------------------|
| 1. I will be loved. | 1. They will be loved. |
| 2. Thou shalt be loved. | 2. You shall be loved. |
| 3. He shall be loved. | 2. They shall be loved. |

FUTURE TENSE, (*Predictive*.)

- | | |
|------------------------|-----------------------------|
| 1. I shall be loved. | 1. We shall be loved. |
| 2. Thou wilt be loved. | 2. Ye or you will be loved. |
| 3. He will be loved. | 3. They will be loved. |

FUTURE-PERFECT TENSE, (*Promissive*.)Signs, *shall have*, *will have*.

- | | |
|--------------------------------|--------------------------------|
| 1. I will have been loved. | 1. We will have been loved. |
| 2. Thou shalt have been loved. | 2. You shall have been loved. |
| 3. He shall have been loved. | 3. They shall have been loved. |

FUTURE-PERFECT TENSE, (*Predictive*.)

- | | |
|-------------------------------|------------------------------------|
| 1. I shall have been loved. | 1. We shall have been loved. |
| 2. Thou wilt have been loved. | 2. Ye or you will have been loved. |
| 3. He will have been loved. | 3. They will have been loved. |

POTENTIAL MOOD.

PRESENT TENSE.

*Singular.**Plural.*Signs, *may*, *can*, *must*.—Inflect with each.

- | | |
|--------------------------|-----------------------|
| 1. I may be loved. | 1. We may be loved. |
| 2. Thou mayest be loved. | 2. You may be loved. |
| 3. He may be loved. | 3. They may be loved. |

PRESENT-PERFECT TENSE.

Signs; *may have*, *can have*, *must have*.—Inflect with each.

- | | |
|---------------------------------|------------------------------|
| 1. I may have been loved | 1. We may have been loved. |
| 2. Thou mayest have been loved. | 2. You may have been loved. |
| 3. He may have been loved. | 3. They may have been loved. |

PAST TENSE.

Signs, *might, could, would, should*.—Inflect with each.

- | | |
|---------------------------|-------------------------|
| 1. I might be loved. | 1. We might be loved. |
| 2. Thou mightst be loved. | 2. You might be loved. |
| 3. He might be loved. | 3. They might be loved. |

PAST-PERFECT TENSE.

Signs, *might have, would have, could have, should have*.—Inflect with each.

- | | |
|----------------------------------|--------------------------------|
| 1. I might have been loved. | 1. We might have been loved. |
| 2. Thou mightst have been loved. | 2. You might have been loved. |
| 3. He might have been loved. | 3. They might have been lov'd. |

SUBJUNCTIVE MOOD.

PRESENT TENSE (*Subjunctive form*)

Singular.

Plural.

- | | |
|-----------------------------|-----------------------------|
| 1. <i>If</i> I be loved. | 1. <i>If</i> we be loved. |
| 2. <i>If</i> thou be loved. | 2. <i>If</i> you be loved. |
| 3. <i>If</i> he be loved. | 3. <i>If</i> they be loved. |

PAST TENSE (*Subjunctive form*)*

- | | |
|---------------------------------------|-------------------------------|
| 1. <i>If</i> I were loved. | 1. <i>If</i> we were loved. |
| 2. <i>If</i> thou were or wert loved. | 2. <i>If</i> you were loved. |
| 3. <i>If</i> he were loved. | 3. <i>If</i> they were loved. |

IMPERATIVE MOOD.

Singular.

Plural.

- | | |
|------------------------------------|------------------------|
| | 1. Be we loved. |
| 2. Be thou loved. | 2. Be ye or you loved. |
| 3. Be he loved or let him be lov'd | 3. Be they loved. |

INFINITIVE MOOD.

Present. To be loved.

Perfect. To have been loved.

Future. About to be loved.

* The form in all the remaining tenses is the same as the indicative with a conjunction prefixed: thus *If I am loved, If I have been loved, If I was loved, If I had been loved, If I shall or will be loved, If I shall have been loved.*

PARTICIPLES.

Present. Being loved.*Past.* Loved.*Perfect.* Having been loved.

In changing a proposition from the Active Voice to the Passive Voice, the subject of the Active becomes the prepositional in the Passive, and the object of the Active becomes the subject in the Passive; as, James strikes the table, *Act*; The table is struck by James, *Pass*. In changing from the Passive to the Active, the subject of the Passive becomes the object in the Active, and the prepositional in the Passive becomes the subject in the Active; as, The table is struck by James, *Pass*; James strikes the table, *Act*.

EXERCISE 1.

They are loved; we were loved; thou art loved; it is loved; she was loved; he has been loved; you have been loved; I have been loved; thou hadst been loved; we shall be loved; thou wilt be loved; they will be loved; I shall have been loved; you will have been loved.

He can be loved; thou mayst be loved; she must be loved; they might be loved; ye would be loved; they should be loved; I could be loved; thou mayst have been loved; it may have been loved; you might have been loved; if I be loved; if thou wert loved; though we be loved; though they be loved. Be thou loved; be ye loved; you be loved. To be loved; loved; having been loved; to have been loved; being loved.

4. Go over the following Exercise, and parse each word in order as directed in preceding Exercises.

He has learned his lesson. I loved him because he was good. A good man will forgive those who may have injured him. Love your enemies; do good to them that hate you. Remember your Creator in the days of your youth. We are commanded to love our neighbor as ourselves. That book was printed in Toronto. The winter has been cold, but the ground was covered with snow. Columbus discovered America. America was discovered by Columbus. I have been studying grammar. It is never too late to learn that which is good and useful. Miss Marsh has written some pleasing books. Good boys love reading. Study to understand what you read.

IRREGULAR VERBS.

The past tenses of the ancient form of the verb are exhibited in the second and third columns of the ensuing list, the second being appropriated to those that have two forms. The participles passive are exhibited in the fourth and fifth columns. The fourth contains the full participles in *en*, the fifth those where the *n* is omitted. The asterisk (*) denotes that those words are more or less obsolete.

A LIST OF VERBS COMMONLY CALLED IRREGULAR.

<i>Present.</i>	<i>Past.</i>	<i>Past.</i>	<i>Participle.</i>	<i>Participle.</i>
	(First form)	(Second form)	(First form)	(Second form)
Abide	abode	abided	abode	abided
Am or be	was		been	
Arise	arose		arisen	
Awake	awoke	awaked		awaked
Bake		baked	baken	baked
Bear, to bring forth	bore	bare	born	
Bear to carry	bore	bare	borne	
Beat	beat		beaten	beat
Begin	began	begun	begun	
Behold	beheld		*beholden	beheld
Bend	bent	bended	bent	bended
Bereave	bereft	bereaved	bereft	bereaved
Beseech	besought	beseeched	besought	beseeched
Bet	bet	betted	bet	betted
Bid for-	bade	bid	bidden	bid
Bind un-	*band	bound	*bounden	bound
Bite	*bit	bit	biten	bit
Blend	blent	blended	blent	blended
Bleed	bled		bled	
Bless	blest	blessed	blest	blessed
Blow	blew		blown	
Break	broke	*brake	broken	broke
Breed	bred		bred	
Bring	brought		brought	

<i>Present.</i>	<i>Past.</i>	<i>Past.</i>	<i>Participle.</i>	<i>Participle.</i>
Build <i>re-</i>	built	build'd	built	build'd
Burnt	burnt	burned	burn	burned
Burst	*brast	burst	*bursten	burst
Buy	bought		boughten	bought
Cast	cast		cast	
Catch	caught	*catch'd	caught	*catch'd
Chide	chod	chid	chidden,	chid
Choose	chose		chosen	
Cleave, <i>to</i> } adhere }	clave	cleaved		cleaved
Cleave, <i>to split</i>	clove or cleft		cloven	cleft
Climb	*clomb	climbed		climbed
Cling	*clang	clung	clung	
Clothe	clad	clothed	clad	clothed
Come <i>be- over-</i>	came		come	
Cost	cost		cost	
Crow	crew	crow'd	*crown	crow'd
Creep	*crope	crept		crept
Cut	cut		cut	
Dare, <i>to venture,</i>	durst	dared		dared
Dare, <i>to challenge,</i>		dared		dared
Deal	dealt	dealed	dealt	dealed
Delve	*dolve	delved	*dolven	delved
Dig	dug	digged	dug	digged
Dive	dove	dived		dived
Do <i>mis- wa- over-</i>	did		done	
Draw	drew		drawn	
Dream	dreamt	dream'd	dreamt	dreamed
Dress	drest	dressed	drest	dressed
Drink	drank	drunk	drunken	drunk
Drive	drove	drave	driven	
Dwell	dwelt	dwelled	dwelt	dwelled
Eat	ate,	eat	enten	eat
Engrave		engraved	engraven	engraved
Fall <i>be-</i>	fell		fallen	
Feed	fed		fed	
Feel	felt		*felt	
Fight	fought		*foughten	fought
Find	*find	found	found	
Flee	iled		fled	
Fling	*flang	flung	flung	
Fly	flew		flown	
Fold		fold'd	*folden	fold'd
Forget	forgot	*forgot	forgotten	forgot

<i>Present.</i>	<i>Past.</i>	<i>Past.</i>	<i>Participle.</i>	<i>Participle.</i>
<i>Forsake</i>	forsook		forsaken	
<i>Freeze</i>	froze		frozen	
<i>Freight</i>		freighted	fraught	freighted
<i>Get be-for-</i>	got	*gat	gotten	got
<i>Gild</i>	gilt	gilded	gilt	gilded
<i>Gird be-en-un-</i>	girt	girded	girt	girded
<i>Glide</i>	*glode	glided		glided
<i>Give for-mis-</i>	gave		given	
<i>Go fore-under-</i>	went		gone	
<i>Grave</i>	*grove	graved	graven	graved
<i>Grind</i>	*grand	ground	ground	
<i>Grow</i>	grew		grown	
<i>Hang</i>	hung	hanged	hung	hanged
<i>Have</i>	had		had	
<i>Hear over-</i>	heard		heard	
<i>Heave</i>	*hove	heaved	*hoven	heaved
<i>Help</i>	*holp	helped	*holpen	helped
<i>Hew</i>		hewed	hewn	hewed
<i>Hide</i>	hid		hidden	hid
<i>Hit</i>	hit		hit	
<i>Hold be-up-with-</i>	held		holden	held
<i>Hurt</i>	hurt		hurt	
<i>Keep</i>	kept		kept	
<i>Kneel</i>	knelt	kneled	knelt	knelt
<i>Knit</i>	knit	knitted	knit	knitted
<i>Know fore-</i>	knew		known	
<i>Lade, to load</i>		laden	laden	
<i>Lay in-</i>	laid		laid	
<i>Lead mis-</i>	led		led	
<i>Leap</i>	leapt	leaped	leapt	leaped
<i>Learn</i>	learnt	learned	learnt	learned
<i>Leave</i>	left		left	
<i>Lend</i>	lent		lent	
<i>Let</i>	let		let	
<i>Lie, to recline</i>	lay		lain	lien
<i>Lift</i>	lift	lifted	lift	lifted
<i>Light</i>	lit	lighted	lit	lighted
<i>Load un-over-</i>		loaded	*loaden	loaded
<i>Loose</i>	lost		lost	
<i>Make</i>	made		made	
<i>Mean</i>	meant	*meanel	meant	meaned
<i>Meet</i>	met		met	
<i>Melt</i>	*molt	melted	*molten	melted
<i>Mow</i>		mowed	mown	mowed

<i>Present.</i>	<i>Past.</i>	<i>Past.</i>	<i>Participles.</i>	<i>Participles.</i>
Pay <i>re-</i>	paid		paid	
Pen, <i>to enclose</i>	p ^e nt	penned	pent	penned
Prove	proved		proven	proved
Put	put		put	
Quit	quit	quitted	quit	quitted
Read	read	*redde	read	
Rend	rent		rent	
Rid	rid		rid	
Ride	rode	*rid	ridden	rode, *rid
Ring	rang	rung	rung	
Rise <i>a-</i>	rose	*ris	ris n	
Rive		rived	riven	
Run <i>out-</i>	ran	run	run	
Saw		sawed	sawn	sawed
Say <i>un-gain-</i>	said		said	
See <i>fore-</i>	saw		seen	
Seek	sought		sought	
Seethe	sod	seethed	sodden	seethed
Sell	sold		sold	
Send	sent		sent	
Set <i>be-</i>	set		set	
Shake	shook		shaken	shaked
Shape	*shope	shaped	shapen	shaped
Shave		shaved	shaven	shaved
Shear	*shore	sheared	shorn	sheared
Shed	shed		shed	
Shew		shewed	shewn	
Shine	shone	shined	shone	shined
Shoe	shod		shod	
Shoot <i>over-</i>	shot		shot	
Show		showed	shown	
Shred	shred		shred	
Shrink	shrank	shrunk	shrunken	shrunk
Shut	shut		shut	
Sing	sang	sung	*sungen	sung
Sink	sank	sunk	sunken	sunk
Sit	sate	sat	*sitten	sat
Slay	slew		slain	
Sleep	slept		slept	
Slide	*stode	slid	shoden	slid
Sling	*slang	slung	slung	
Slink	*slauk	slunk	slunk	
Slit	slit	slitted	slit	slitted
Smell	smelt	smelled	smelt	smelled

<i>Perfect.</i>	<i>Past.</i>	<i>Past.</i>	<i>Participles.</i>	<i>Participles.</i>
Smite	smote	*smit	smitten	*smit
Sow		sowed	sown	sowed
Speak <i>be-</i>	spoke	*spake	spoken	spoke
Speed	sped	speeded	sped	speeded
Spell <i>mis-</i>	spelt	spelled	spelt	spelled
Spend <i>mis-</i>	spent		spent	
Spill <i>mis-</i>	spilt	spilled	spilt	spilled
Spin	*span	spun	spun	
Spit	*spat	spit	*spitten	spit
Split	split	splitted	split	splitted
Spoil	spoilt	spoiled	spoilt	spoiled
Spread	spread		spread	
Spring	sprang	sprung	sprung	
Stand <i>under-</i> <i>with-</i>	} stood		stood	
Stave				
Stave	stove	staved	stove	staved
Steal	stole	*stale	stolen	
Stick	stuck		stuck	
Sting	*stang	stung	stung	
Stink	*stank	stunk	stunk	
Strew		strewed	strown	strewn
Stride <i>be-</i>	strode	*strid	stridden	strid
Strike	{ *strake *strook	} struck	stricken	struck
String				
Strive	*strang	strung	strung	
Strow	strove		striven	
Strow		strowed	strown	strowed
Swear <i>for-</i>	swore	*sware	sworn	
Sweat	*swet	{ sweat *sweated	} sweaten	{ sweat sweated
Swell	*swoll			
Swim	swam	swelled	swollen	swelled
Swing	swum	swung		swum
Swink	*swang	swung	swang	
Swink	*swauk	*swunk	*swinken	*swunk
Take <i>be-mis-</i> <i>under-over-re-</i>	} took		taken	
Teach <i>mis-un-</i>			taught	
Tear	taught		torn	
Tell <i>fore-</i>	tore	*tare	told	
Think <i>be-</i>	told		*thoughten	thought
Thrive	thought		thriven	thrived
Throw <i>over-</i>	throve	thrived	thrown	
Thrust	threw		thrust	
Thrust	thrust			

<i>Perfect.</i>	<i>Past.</i>	<i>Past.</i>	<i>Participles.</i>	<i>Participles.</i>
Tread <i>re-</i>	trod	*trad	trodden	trod
Wax		waxed	waxen	waxed
Wear	wore	*ware	worn	
Weave <i>un-</i>	wove		woven	
Wed	wed	wedded	wed	wedded
Weep	wept		wept	
Wend	went			wended
Wet	wet	wetted	wet	wetted
Whet	whet	whetted	whet	whetted
Win	*wan	won	won	
Wind <i>un-</i>	{ *wand } { wound }	winded	wound	winded
Work	wrought	worked	wrought	worked
Wreathe		wreathed	wreathen	wreathed
Wring	wrung	wringed	wrung	wringed
Write	wrote	*writ	written	*writ

EXERCISE I.

1. Name the past tense and past participle of the following verbs ; thus, *Take, took, taken*. [This is called conjugating the verb.]

2. Make a short sentence on the slate or blackboard, with each verb, in the present tense—in the present-perfect tense—in the past tense—in any tense ; thus, *We take breakfast early. John took my hat. I have taken his coat.*

Take, drive, creep, begin, abide, buy, bring, arise, catch, bereave, am, burst, draw, drink, fly, flee, fall, get, give, go, feel, forsake, grow, have, hear, hide, keep, know, lose, pay, ride, shake, run, sell, see, sit, say, slide, smite, speak, stand, tell, win, write.

EXERCISE II.

Love, hope, trust, weep, throw, keep, brush, hunt, count, reckon, ask, sleep, eat, drink, spin, save, go, teach, wipe, am, draw, bruise, water, know, wash, spoil.

DEFECTIVE AND IMPERSONAL VERBS.

DEFECTIVE verbs are those in which some of

the parts are wanting. They are irregular, and chiefly auxiliary. These are,—

<i>Present.</i>	<i>Past.</i>	<i>Past Part.</i>	<i>Present.</i>	<i>Past.</i>	<i>Past Part.</i>
Can	could	_____	Shall	should	_____
May	might	_____	Will	would	_____
Must	_____	_____	Wis	wist	_____
Ought	_____	_____	Wit or }	wot	_____
Quoth	quoth	_____	Wot }		

Imperative,—Beware.

2. IMPERSONAL, or rather UNIPERSONAL verbs are those which assert the existence of some action or state, but refer it to no particular subject. They are preceded by the pronoun *it*, and are always in the third person singular; as, *it seems, it becomes, &c.*

To *seem*, &c., is intr. consequently the pron. *me* has here the power of the dative case, as it has in Anglo-Saxon.

To this head may be referred such expressions as, *It hails, it snows, it rains, it thunders, it behooveth, it irketh*; and perhaps also, *methink, methought, meseems, meseemed*; in which, instead of *it*, the first personal pronoun in the objective case, *me*, is prefixed to the third person singular of the verb.

[See *Syntax Rules* XX, XXI, XXII, XXIII, XXIV.]

ADVERBS.

AN ADVERB is a word joined to a *verb*, an *adjective*, a *participle*, or another *adverb*, to modify it; as, Ann speaks *distinctly*; she is *remarkably* diligent, and reads *very* correctly.

Adverbs have been divided into various classes, according to their signification. The chief of these are such as denote,

1. *Quality* or *Manner* simply; as, well, ill, bravely, prudently, softly, with innumerable others, formed from adjectives by

adding *ly*, or changing *le* into *ly*; thus, tame, tamely; sensible, sensibly, &c.

2. *Place*; as, here, there, where; hither, thither; hence, &c.
3. *Time*; as, now, when, then; soon, often, seldom; ever, &c.
4. *Direction*; as, upward, downward, backward, forward, &c.
5. *Negation*; as, nay, no, not, nowise, never.
6. *Affirmation*; as, verily, truly, undoubtedly, yea, yes.
7. *Uncertainty*; as, perhaps, peradventure, perchance.
8. *Interrogation*; as, how, why, when, wherefore, &c.
9. *Comparison*; as, more, most; less, least, as, so, thus, &c.
10. *Quantity*; as, much, little, enough, sufficiently.
11. *Order*; as, first, secondly, thirdly, &c.
12. *Conjunctive Adverbs*; as, when, where, how, while, &c.

OBSERVATIONS.

1. The chief use of adverbs is to shorten discourse, by expressing in one word what would otherwise require two or more; as, *here*, for "in this place;" *nobly*, for "in a noble manner," &c.

2. Some adverbs admit of comparison like adjectives; as *soon*, *sooner*, *soonest*; *nobly*, *more nobly*, *most nobly*. A few are compared irregularly; as, *well*, *better*, *best*; *badly*, or *ill*, *worse*, *worst*.

3. Some words become adverbs by prefixing *a*, which signifies *at*, or *on*; as, *abed*, *ashore*, *afloat*, *aground*, *apart*.

4. In comparison, the antecedents *as* and *so* are usually reckoned as adverbs; the corresponding *as* and *so* are conjunctions; thus, It is *as high as* Heaven.

Circumstances of time, place, manner, &c., are often expressed by two or more words constituting an *adverbial phrase*; as, *in short*, *in fine*, *in general*, *at most*, *at least*, *at length*, *not at all*, *by no means*, *in vain*, *in order*, *long ago*, *bye and bye*, *to and fro*, &c., which, taken together, may be parsed as adverbs, or by supplying the ellipsis; thus, *in a short space*; *in a general way*, &c.

6. A *Conjunctive Adverb* stands for two adjuncts, one of which contains a relative pronoun, and the other its antecedent; as, I will see you *when* you come, i. e., 'at the time at which.' Tell me *how it is done*, i. e., *the manner in which*.

EXERCISES.

1. In the following adverbs, point out the class to which each belongs :

Here, there, softly, boldly, wisely, seldom, upward, once, twice, hitherto, yesterday, how, more, little, secondly, enough, perhaps, yes, no, truly, not, already, hence, whence, better, sufficiently, wisely, somewhere.

Peter wept bitterly. He is here now. She went away yesterday. They came to-day. They will perhaps buy some to-morrow. Ye shall know hereafter. She sang sweetly. Cats soon learn to catch mice. Mary rose up hastily. They that have enough may soundly sleep. Cain wickedly slew his brother. I saw him long ago. He is a very good man. Sooner or later all must die. You read too little. They talk too much.

PARSING.—An adverb is parsed by stating adverb, class, word it modifies and rule.

See Syntax Rule XXV.

CONJUNCTIONS.

A **CONJUNCTION** is a word which connects words, phrases, or propositions; as,

"You *and* I must study; *but* he may go *and* play." "Two *and* two make four." Of him, *and* through him, *and* to him, are all things.

Conjunctions are of two kinds; *Copulative* and *Disjunctive*.

OBSERVATIONS.

The copulative conjunction connects things that are to be taken *together*; as, "You and I (i. e., both of us) must go." The disjunctive conjunction connects things that are to be taken *separately*, or one to the exclusion of the rest; as, "You or I (i. e., the one or the other, but not both) must go."

Conjunctions are sometimes classified as follows:—

1. *Connective* ; and also.
2. *Disjunctive* ; or, nor.
3. *Concessive* ; although.
3. *Adversative* ; but, yet, truly, indeed.
5. *Casual* ; (assigning a reason for something already said) ; for, that, so that, because.
6. *Conclusive*, or *Illative* ; (drawing an inference from something already said) ; therefore, wherefore, then, truly.
7. *Conditional* ; if, if indeed.
8. *Expletive* ; there, now. (These words are considered by some grammarians as adverbs.)
9. *Suspensive* ; (expressing a doubt ; whether, whether or not.)

PARSING.—Conjunctions are parsed by stating what part of speech, kind, what they connect, and rule ; thus,

“ You *and* I must study ” *And* is a conjunction, copulative, and connects *you* and *I*.

1. Parse all the words in order.

Henry and Charles read their lessons. I or he will be there. I will be with you unless you call. I slept well though the dog barked. John says that he will do it. As he writes, so do I read, for I am fond of reading. Neither the boys nor the girls are asleep. I would call if I could, but I can not. Take care lest you fall. Two and two make four. He is better than I thought he was, though he behaved ill.

OBSERVATIONS.

1. Many words are sometimes to be regarded as one part of speech, and sometimes as another, according to their meaning and function in the place in which they are used ; thus,

THAT, { *Demonstrative Pronoun* ; as, “ Give me *that* book.”
 { *Relative Pronoun* ; as, “ It is the same *that* I bought.”
 { *Conjunction* ; as, “ I am glad *that* you are come.”
 { *Noun* ; as, the word “ *That*.”

MUCH,	{	<i>Adverb</i> ; as, "It is <i>much</i> better to give than to receive."
	{	<i>Adjective</i> ; as, "In <i>much</i> wisdom is much grief."
	{	<i>Noun</i> ; as, Where <i>much</i> is given, <i>much</i> is required."
SINCE,	{	<i>Conjunction</i> ; as, "Since we must part."
	{	<i>Preposition</i> ; as, "Since that time."
	{	<i>Adverb</i> ; as, "Your friend has gone long <i>since</i> ."
BUT,	{	<i>Conjunction</i> ; as, "Poor <i>but</i> honest."
	{	<i>Preposition</i> ; as, "All <i>but</i> one."
	{	<i>Adverb</i> ; as, "He has <i>but</i> just enough."

2. When the same word is sometimes a preposition and sometimes a conjunction, let it be remembered that the preposition is followed by an objective case ; the conjunction is not.

See Syntax Rule XLVI.

INTERJECTIONS.

An INTERJECTION is a word used in exclamations, to express some emotion of the mind ; as, *Oh !* what a sight is here ! *Well done !*

A LIST OF INTERJECTIONS.

Adieu ! ah ! alas ! alack ! away ! aha ! begone ! hark ! ho ! ha ! he ! hail ! halloo ! hum ! hush ! huzza ! hist ! heydey ! lo ! O ! Oh ! O strange ! O brave ! pshaw ! see ! well-a-day ! &c.

OBSERVATIONS.

1. The *Interjection* is thrown in among the other words in a sentence, but does not affect their construction.

O is used to express wishing or exclamation, and should be prefixed only to a noun or pronoun, in a direct address ; as, "*O* virtue ! How amiable thou art ?" *Oh* is used detached from the word, with a point of exclamation after it. It implies an emotion of pain, sorrow, or surprise ; as, *Oh !* what a sight is here."

PARSING.—Interjections are parsed by naming them as such, stating why, and the emotion expressed.

See Syntax Rule XXVII.

In the following exercise name the parts of speech, and parse them.

Hah! I am glad to see you. Well-a-day! I did not expect this. Alas! I am ruined. Indeed! is that true? What! is it possible. Lo! there he is. Hem! I do not think so. O what a benefit education is! Ah! you are a happy fellow. Hush! what was that? Ha, ha, ha, how laughable that is! Ho! come this way. Ah! poor fellow, he is to be pitied. Hurrah! we have finished our lesson. Come! now for the next.

In parsing the reason of each step need not be stated after the pupils thoroughly understand it. The only way by which we can tell what part of speech any word may be, is by the function or office it performs in the sentence under consideration; therefore, lists of any and all kinds are worse than useless.

In parsing the relation should always be given first, and then the declension, conjugation, &c.

RELATION is the grammatical connection which one word has with another.

Every word in a proposition has some relation or connection with some other word; and the first and most essential part of the process of parsing, is the act of distinguishing these relations or connections.

Any word related only to one other word is said to be a word of *single relation*; thus, the article or adjective related to its noun; the verb to its subject; the adverb to the word that it modifies, &c.

A *single relation* is expressed by *two* words only; as, "A studious boy will improve." Here the relation of "studious" is "studious boy."

Any word related equally to two other words is said to be a word of *double relation*; thus, the preposition is related equally to its object and some other word which it completes in the proposition, the conjunction is related equally to the part that it joins, &c.

A word of *double relation* is expressed by *three* words at least; as, "Among the many enemies of friendship may be reckoned suspicion and disgust." Here the relation of "among," is "reckoned among enemies," and that of "and," is "suspicion and disgust."

EXERCISES IN PARSING.

Parse and practice on the following Exercises:

MAXIMS FOR YOUNG AND OLD.

1. **EARLY PIETY.**—Remember now thy Creator in the days of thy youth ; while the evil days come not, nor the years draw nigh, when thou shalt say, I have no pleasure in them.

Children, obey your parents ; honor thy father and mother, is the first commandment with promise.

A wise son heareth a father's instructions, but a scorner heareth not rebuke. The eye that mocketh at his father, and despiseth to obey his mother, the ravens of the valley shall pluck out, and the young eagles shall eat it. A wise son maketh a glad father, but a foolish son is the heaviness of his mother. Whoso loveth instruction loveth knowledge, but he that hateth reproof is brutish.

2. **EDUCATION.**—Train up a child in the way he should go, and when he is old he will not depart from it.

Quintillian recommends to all parents the timely education of their children ; advising to train them up in learning, good manners, and virtuous exercises ; since we commonly retain those things in age which we entertained in youth.

'Tis education forms the common mind ;
Just as the twig is bent, the tree's inclined.

An industrious and virtuous education of children is a better inheritance from them than a great estate.

3. **PROSPERITY AND ADVERSITY.**—If I must make choice either of continual prosperity or adversity, I would choose the latter ; for in adversity no good man can want comfort, whereas, in prosperity, most men want discretion. Adversity overcome, is the greatest glory ; and willingly undergone, the greatest virtue ; sufferings are but the trials of gailant spirits.

4. **ANGER.**—The continuance of anger is hatred ; the continuance of hatred becomes malice ; that anger is not warrantable which has suffered the sun to go down upon it. Let all men avoid rash speaking. One unquiet, perverse disposition, distempers the peace and unity of a whole family, or society—as one jarring instrument will spoil a whole concert.

5. **RICHES.**—Riches beget pride ; pride, impatience ; impa-

tience revenge ; revenge, war ; war, poverty ; poverty, humility ; humility, patience ; patience, peace ; and peace, riches.

The shortest way to be rich, is not by enlarging our estates but by contracting our desires. A great fortune in the hands of a fool, is a great misfortune. The more riches a fool has, the greater fool he is.

PERSEVERANCE.

It is astonishing to see how much can be done by perseverance. Jessie is not so smart as either of her sisters, yet it strikes me, she will grow up the most sensible woman of the three ; and what do you think is the reason ? Why, because she never says she can do a thing, but tries, over and over and over again, till she does it. She is not quick, nor is her memory very good ; therefore it is a great trouble to her to learn a lesson by heart ; but yet she is generally better prepared than the others. Though Louisa can learn a page of history in ten minutes, and Clara went twice through the grammar before Jessie got to the twentieth page, yet these quick folks often forget as fast as they learn, and, like the hare in the fable, that ran a race with the tortoise, they are left behind at last.—*Useful Stories.*

CORRECT THE FOLLOWING ERRORS, AND THUS CORRECTED, PARSE THE SENTENCES ;

I saw a boy which is blind.	We was not there.
I saw a flock of geoses.	I loves him.
This is the horse who was lost.	He love me.
This is the hat whom I wear.	Thou have been busy.
John is here ; she is a good boy.	He dare not speak.
The hen lays his eggs.	She need not do it.
Jane is here, he reads well.	Was you there ?
I saw two mouses.	You was not there.
The dog follows her master.	We was sorry for it.
This two horses eat hay.	Thou might not go.
John met three mans.	He dost not learn.
We saw two children.	If I does that.
He has but one teeth.	Thou may do it.
The well is ten foot deep.	You were never there.
Look at the oxes.	The book were lost.
This horse will let me ride on	Thou wilt better stop.
I can stay this two hours. [her.	The horses was sold.

I have two pen-knives.	The boys was reading.
My lady has got his fan.	I teaches him grammar.
Two pair of ladies's gloves.	He are not attentive to it.
Henry the Eighth had six wives.	Thou shalt not go out.
I saw the man which sings	If I bees not at home.
We saw an ass who brayed at us.	Thou can do nothing for me.
They will stay this two days.	John need not go.

The reading books should be used in analyzing and parsing, thereby the temptation to look at the definitions, &c., will be avoided.

WORDS VARYING IN THEIR ETYMOLOGY.

Remarks.—1. Words are similar in Orthoephy, when they are pronounced with the same sound of the same letters.

Examples.—There, their,—all, awl,—ant, aunt.

Rem.—2.—Words are similar in Orthography when they are formed by the same letters, similarly arranged.

Examples.—Read, read,—extract, extract,—wind wind.

Rem.—3. Words are similar in Etymology when they perform a similar office in the construction of a phrase or a sentence.

Examples.—With me, to me, by me.

Rem—4. Words similar in Orthoephy differ in Orthography, and words imilar in Orthography perform very different offices in different connections.

Rem.—5. Therefore the student must always remember, that the office, or duty, or function, of a word in a proposition—not its spelling—determines its Etymology.

Observation.—The following are a few of the words in our language whose orthography is the same, and whose etymology is very different. Every one of these words may be a noun :

A—*Adj.*—Johnson wrote *a* dictionary—Walker *an*-other.

A—*Prep.*—Wild winds and mad waves drive the vessel *a* wreck.

Above—*Prep*—He stands *above* us. *Above*, an adv. By the terms *above* specified.

After—*Prep.*—He that cometh *after* me, &c. *After*, conj. He came *after* you left.

After—*Adj.*—The *after* part of the ship.

As—*Prep.*—To redcem such a rebel *as* me ; Wesley. Gold and silver are the most convenient metals to use *as* (instead of for) money. *As*, pron. Such *as* I have give I unto thee.

As—*Conj.*—Just as the twig is bent. *As*, adv. Nature, *as* far as art can do it, should be imitated.

Before—*Prep.*—He stood *before* the people. *Before*, conj. They kneeled *before* they fought.

Both—*Adj.*—On both sides of the stream. *Both*, pron. *Lepidus* flatters *both*—of *both* is flattered.

Both—*Conj.*—And now he is *both* loved and respected.

But—*Prep.*—And all *but* Plato gazed with joy. *But*, conj. I go, *but* I return.

But—*Adv.*—If we go, we can *but* die. *But*, verb. I cannot *but* rejoice at his prosperity.

Ere—*Prep.*—And *ere* another evening's close. *Ere*, conj. And *ere* we could arrive.

For—*Prep.*—He travels *for* pleasure. *For*, conj. He cannot be a scholar, *for* he will not study.

Like—*Prep.*—Nature all blooming *like* thee. *Like*, adj. *Like* causes produce *like* effects.

Like—*Verb.*—We *like* whatsoever gives us pleasure.

Near—*Adj.*—At the *near* approach of day. *Near*, prep. He lives *near* the springs.

Near—*Adv.*—Books were never *near* so numerous.

Neither—*Adj.*—He can debate on *neither* side of the question. *Neither*, pron. We saw *neither* of them.

Neither—*Conj.*—The boy could *neither* read nor write.

Next—*Adj.*—The *next* man. *Next*, prep. Adjectives should be placed *next* their substantives.

Off—*Adj.*—The *off* ox should keep the furrow. *Off*, prep. John fell *off* the train.

Only—*Adj.*—Love and love *only* is the loan for love. *Only*, adv. *Only* observe the starry sky.

Opposite—*Adj.*—On the *opposite* bank. *Opposite*, prep. We stood *opposite* the Exchange.

Past—*Adj.*—A *past* transaction. *Past*, prep. It was *past* mid-day.

Round—*Adj.*—Like the *round* ocean. *Round*, prep. Flung *round* the bier.

Still—*Adj.*—*Still* waters reflect a milder light. *Still*, adj. *Still* struggling, he strives to stand.

Still—*Conj.*—*Still*, the reflection has troubled *mé*.

Since—*Prep.*—*Since* yesterday we have taken nothing.

Since—*Conj.*—*Since* I cannot go, I will be contented here.

So—*Adj.*—Solomon was wise, we are not *so*. *So*, adv. *So* calm, *so* bright.

Than—*Conj.*—He is more nice *than* wise. *Than*, prep. *Than* whom none higher sat.

Than—*Pron.*—We have more *than* heart can wish.

That—*Adj.*—*That* book is new. *That*, rel. pron. Him *that* cometh unto me I will in no wise cast out.

That—*Pron. Adj.*—Forgive me my foul murder? *That* cannot be.

That—*Conj.*—I am glad *that* he has lived thus long.

The—*Art.*—The man.

The—*Adv.*—The more I study grammar *the* better I like it.

Then—*Adv.*—*Then*, when I am captive, talk of chains. *Then*, adj. The *then* ministry.

Then—*Conj.*—*Then*, I'll look up. *Then*, pron. Till *then*.

Till—*Prep.*—*They* labored hard till night. *Till*, conj. *Till* I come, give attention to reading.

Until—*Prep.*—From morn, even *until* night. *Until*, conj. *Until* the day dawn.

What—*Adj.*—At *what* hour did you arrive. *What*, inter. pron. *What* does it avail?

What—*Rel. pron.*—What Reason weaves, by Passion is undone.

What—*Interj.*—*What!* is thy servant a dog?

What—*Adv.*—*What* with reading, *what* with writing, *what* with talking, I am weary.

Within—*Prep.*—To inscribe a circle *within* a circle.

Within—*Adj.*—Received on the *within* bond five hundred dollars.

EXAMPLES OF DIFFICULT WORDS.

1. They helped *one another*; one, an adj., qual. another.
2. The words are *as* follow; as, a relative nom., sub. to follow.
3. A desire to be thought *learned* often prevents an improvement; learned, an adj., qual. persons understood.
4. He was laughed *at*; at, a part of the verb.
5. A rose smells *sweet*; sweet, an adjective. See Syntax, Rule xiii.
6. All *else* were slaves of Satan; else, an ind. pron., nom. case, subj. to were.

7. He did not *say but that* he did it; but, a prep., gov. the clauses following it.
8. The wall is six *feet* high; feet, obj. case, without a gov. word or gov. by prep. by.
9. *Whom* do they represent me to be? whom, obj. case, after (in sense) to be. Rule iv.
10. *Twice* two are four; twice, numeral adj., qual. two; or, an adv. two taken twice, &c.
11. He relinquished his fair prospects as an *Egyptian* of high rank; Egyptian, nom. subj. to would do understood.
12. Let them depend *each* on his own exertion; each, obj. gov. by let; let each of them, &c.
13. King Alfred, than *whom* there never was a better, is justly called the Great; than, a prep., because it shows a relation.
14. The grove now *silent* stands a bleached *skeleton*; silent, adj. Rule xiii; skeleton, a noun in app. with grove.
15. It is ten o'clock; ten, num. adj. qual. hours, understood o', a contraction for of.
16. *None* of the members of the British Parliament offered much opposition to the bill for *confederating* the *Provinces* of British North America; confederating, a participial noun, gov. by for, and gov. Provinces.
17. Forget the faults of *others*, and remember your own; ind. pron. obj., gov. by of.
18. One man's loss is *another's* gain; should be another's.
19. *Who* that has any sense of justice would have given such a decision? Who, inter. pron. See page 28.
20. He was about to *depart* to a foreign land, when arrested by the officers of justice; about to depart, inf. future; or, about, a prep., gov. to depart. Rule xxiii.
21. Such men *as* act treacherously ought to be avoided; as, a relative pron. See p. 75.
22. It is *as high as* heaven; high, adj. qual. it, the first as (used instead of so) adv. modify high; the second as a conj. or prep.
23. *What* with one thing and *what* with another, we *had* enough to do; what, used instead of partly, an adv.
24. Of the crew of that ill-fated vessel, *only* the captain was saved; only, an adj., qual. captain.
25. And God said—"Let us make man in our own image," &c. Let, imp. mood, first person plural.

ANALYSIS.

ON SENTENCES.

Hitherto we have classified all the different kinds of words, which exist in the English language, and shown the inflexions to which they are subject. We have now to show how these words are combined so as to express our thoughts in correct sentences.

A sentence, in its simplest form, is the complete expression of *one single thought*. Such an expression is commonly termed a proposition, which is a judgment of the mind expressed in words.

To make an assertion of any kind there must be two notions or ideas in the mind : first, The idea of the thing about which the assertion is made ; and, secondly, The idea of that which we assert respecting it.

The very simplest proposition, therefore, must contain two parts, answering to these two ideas : namely, the word or words conveying that about which we assert something, and the word or words that contain the assertion itself. The

first of these is called the *subject*; the second is called the *predicate*.

All the names of things which we can think of, as we have before seen, are substantives; and the only part of speech which makes an affirmation is the verb. Hence every sentence must contain a substantive and a verb. The substantive will always be the subject of the sentence, and the verb will form the predicate, except the verb "*to be*," as snow is white.

Sub.
Snow.

Pred.
melts.

1. THE SIMPLE SENTENCE.

A Sentence is called simple when it contains only one proposition. The two essential parts of the proposition are the Subject and the Predicate.

OF THE SUBJECT.

If the subject consists of one unqualified term, it is called a simple subject, or a grammatical subject. The simple subject will be a substantive, and it *may* consist of any word, phrase, or even a proposition; such as :

1. A pronoun—*I go.*
2. An adjective---*Many fell bravely.*
3. An infinitive verb---*To walk is pleasant.*
4. *That he should do so is strange.*

If the subject consists of a word with one or more qualifications attached to it, it is called an *enlarged subject* or logical subject, which consists of the grammatical subject and its complement, or complements. It may be *enlarged* in the following different ways :

1. By an adjective---The *good* man is happy.
2. By a noun in apposition---William *the Conqueror* died.
3. By a participle, or participial phrase---William *dying soon after*, left the kingdom to his son.
4. By a noun in the possessive case---A *mother's* love prevailed.
5. By a preposition and its regimen---A man *of virtue* is respected.

The process by which a term is enlarged, by the addition of various qualifications, may be seen thus :

The child	-	-	-	-	-	-	cries.
The good child	-	-	-	-	-	-	cries.
The farmer's good child	-	-	-	-	-	-	cries.
The farmer's good child, William,	-	-	-	-	-	-	cries.
The farmer's good child, William, of 7 years old,	-	-	-	-	-	-	cries.
The farmer's good child, William, of 7 years old, having lost his leg by an accident,	-	-	-	-	-	-	cries.

Here child is the subject, and all the words added simply go to qualify it, *i. e.* to make the idea conveyed more distinct and determinate ; but there is no assertion conveyed except by the words "cries."

OF THE PREDICATE.

The predicate affirms respecting the subject, either—first, What it is; or secondly, What it does ; or thirdly, What is done to it.

Man is mortal. The snow melts.
 The child is warmed.

If the predicate consists of a single verb, or the verb *To be* with a noun, an adjective, or some equivalent phrase after it, it is called a *simple predicate*: as,

Autumn *departs*. Man *is mortal*.
 Europe *is a continent*. He *is of sound mind*.

REMARKS.

- a. All compound verbal expressions, conveying a single idea, must be regarded as forming simple predicates---as:

The coat *must be mended*. You *ought to go*.

- b. The verb "to be" can never form a predicate by itself, except when it means "to exist," as God *is*, i. e. exists.

- c. The negative may be taken as a part of a simple assertion---as:

Strong men *will not fall*.

COMPLETION OF PREDICATE.

When the verb is active transitive it does not convey a complete notion of the action, unless we express the object as well: *e. g.*

"William defeated;"---Here an imperfect assertion is made, unless we specify *whom* he defeated;---"William defeated Harold."

Hence, when the predicate of a sentence consists of a transitive verb, it requires *a completion*, which completion is termed THE OBJECT.

The predicate may be completed by any term that can express the object of the particular action, which we affirm of the subject. Such object may be expressed by—

1. A noun--Brutus killed *Cæsar*.
2. A pronoun---*Him* the Almighty power hurled headlong.
3. An adjective---He commiserated *the wretched*.
4. An infinitive verb---He loved *to muse*.
5. A proposition---He answered, *I know not the man*.

The predicate may be completed sometimes by a double object—as :

We call *Demosthenes a great orator*.
He dyed *the cloth a red colour*.

REMARKS.

- a. Intransitive verbs may take an object after them,---only the object will generally signify really the same thing as the subject, and consequently it is put in the nominative case. This is seen, whenever the case can be indicated (as in the pronouns), by the form of the word :---
Edward became king.
It is I.
- b. Some intransitive verbs become transitive by putting a preposition after them. To despair=intransitive verb. To despair of=transitive verb. The latter may of course take an object after it, like any other verb---as :
Pyrrho despaired of *truth*.

EXTENSION OF PREDICATE.

The predicate, in addition to being completed by an object, may also be more accurately defined by enumerating any of the circumstances of the time, place, manner, etc., which tend to render our idea of the action more explicit and distinct. These we term—*Extensions of the predicate, or completing the predicate*.

The predicate may be extended in various ways :

1. By an adverb---Leonidas died *bravely*.
This may be termed the *adverbial* adjunct.
2. By a preposition and its regimen---He marched *with a large army*.
This may be termed the *prepositional* adjunct.
3. By a noun in the objective case---He rides *every day*.
4. By a participle used adverbially---He reads *walking*.
5. By an infinitive, as---He lives *to eat*.

REMARK.

Observe that a prepositional phrase may belong either to the subject, predicate, or object---as :

A man of great honesty is respected.---*To sub.*
 The church was situated on the hill.---*To pred.*
 He caught him falling on the pavement.---*To obj.*

The circumstances which determine more accurately the meaning of the predicate, may be classified under four heads :

Those relating, 1st, To time ; 2ndly, To place ; 3rdly, To manner ; 4thly, To cause and effect.

Complements or Adjuncts of Time.

He came yesterday. I suffered for many years.
 The sea ebbs and flows twice a day.

Complements or Adjuncts of place.

He lives in London. Civilization travels westwards.
 Learning came from the east.

Complements or Adjuncts of Manner.

Birds fly quickly. I am exceedingly sorry.
 William Rufus was shot by an arrow.
 They consult with closed doors.

Complements or Adjuncts of Cause and Effect.

He perished from hunger.
 With perseverance all things are possible.
 The eye was made for seeing---(purpose).
 Cloth is made of wool---(material cause).

To Analyze Simple Sentences the following points should be carefully remembered.

First--As a simple sentence, which is an assemblage of words making complete sense, can contain only one finite verb, the pupil may select at once from all the other words or phrases, and set it down as the predicate.

Secondly--Consider what is the *nominative* to that verb, and set it down as the grammatical subject of the simple sentence or proposition.

Thirdly--See if there are any enlargements to the subject, and arrange them accordingly.

Fourthly--Consider whether or not the predicate consists of a transitive verb, and if so, look next for its object or completion; consider, moreover, whether that object, when found, has complements similar to those of the subject.

Fifthly--Whether the verb be in the active or passive voice, consider whether there are any circumstances of time, place, manner, etc., which qualify the action, and set them down as extensions of the predicate.

Sixthly--Be very careful not to mistake a participle or infinitive mood for a predicate. The former must be treated only as an adjective, the latter as a noun.

The conjunction is simply the link between one word, phrase, or sentence, and another.

METHOD OF ANALYZING SIMPLE SENTENCES.

EXAMPLE_1.

Hannibal, being sent to Spain, on his arrival there, attracted the eyes of the whole army.

Subject.	Predicate.	Completion of Predicate.	Extension of Predicate.
Hannibal, being sent to Spain, (<i>participial clause.</i>)	attracted	the eyes of the whole army,	on his arrival there. (<i>adjunct of place.</i>)

EXAMPLE 2.

Lastly came Winter clothed all in frieze,
Chattering his teeth for cold,

Subject.	Predicate.	Completion of Pred cate.	Complement of Predicate.
Winter clothed all in frieze, chat- tering his teeth for cold.	came		lastly

N. B.—Participial clauses, used as in the last sentence, may be put either as qualifications of the subject, or as extensions of the predicate, according as we consider them to be descriptions of the *thing* about which we are speaking, or as modifications of the *action*.

II. THE COMPLEX SENTENCE.

A sentence is termed complex, when with only one principal subject and predicate it contains two or more finite verbs. The part containing the main subject and predicate is called the principal proposition; those parts which contain any of the other finite verbs are called dependent propositions.

Principal.

He drove the horse,

Dependent.

which I bought yesterday,

Dependent propositions are of three kinds:

- A. The substantive proposition.
- B. The adjective proposition.
- C. The adverbial proposition.

The *substantive proposition* is one which, in reference to the principal proposition, occupies the place and follows the construction of a substantive. It may, therefore, take the place either of the subject or the object of a principal sentence.

That we obey the laws of the Dominion of Canada is wise.---Place of Sub.

He knows *that we are free.*---Place of Obj.

The *adjective proposition* is one which, in reference to the principal proposition, occupies the place and follows the construction of an adjective, and always forms a part of the logical subject or predicate.

The man, *who is prudent*, looks to the future.

As the adjective sentence or proposition may qualify any substantive, it may be attached to any part of the principal sentence where an adjective is possible.

The *adverbial proposition* is one which, in reference to the principal sentence, occupies the place and follows the construction of an adverb. Like the adverbial adjunct it may relate—

1. To Time---*When war rages*, the people suffer.
2. To place---*Where thou goest*, I will go.

3. To manner---He succeeds, *as his father did.*

4. To Cause and Effect---such as :

a. Ground or reason---He wept, *because his father was not there.*

b. Condition---I will not let thee go, *except thou bless me.*

c. Concession---*Although we disregard it,* the evil day will come.

d. Purpose---*In order that he might escape,* he changed his dress.

e. Consequence---He labours so hard, *that he will surely succeed.*

REMARK.

Adverbial phrases or propositions are sometimes expressed by a noun joined with the present participle of the verb---as : *spring returning*, the swallows arrive. This is called the *nominative absolute*.

DIRECTIONS FOR ANALYZING COMPLEX SENTENCES.

First---Divide the complex sentence to be analyzed into as many portions as there are finite verbs, being careful to arrange all the *adjuncts* with their proper subjects and predicates.

Secondly---Keep the order of these sentences as nearly as possible the same as in the passage to be analyzed.

Thirdly---Prefix a letter to each member to designate it; arrange them all in a column one under the other; and opposite to each write down the kind of proposition, determined according to the explanations given in the preceding sections.

EXAMPLE.

Cæsar, who would not wait the conclusion of the consul's speech, replied, that he came not into Italy to injure the liberties of Rome, but that he came to restore them.

a. Cæsar replied,	Principal prop. to b. c. d.
b. who would not wait the conclusion of the consul's speech,	Adj. prop. to a.
c. that he came not into Italy to injure the liberties of Rome,	Subst. prop. to a. co-ord to d.
p. but that he came to restore them.	Subst. prop. to a. co-ord. to c.

III. THE COMPOUND SENTENCE.

A sentence is called compound when it contains two or more principal assertions or propositions *co-ordinate* with each other.

There are three relations in which the parts of a compound sentence may stand to each other—1st. That in which two or more assertions are merely coupled together. 2ndly. That in which two or more assertions are opposed to each other. 3rdly. That in which we account for one assertion by means of another.

The first of these relations is called *copulative*; and it presents two principal varieties—

1. When there is equal stress laid on both members—as :

Man proposes, and God disposes.

2. When there is a preponderating stress on the second member—as :

He not only forgave him, but sent him away loaded with benefits.

The second of these relations is called the *adversative*; and it also presents two varieties.

1. When the second member *negatives* the first—as :

The righteous man has many sorrows, but the Lord delivereth him from them all.

2. When the second member or proposition *limits* the first—as :

We ought to rejoice, but we must rejoice with trembling.

The third of these relations is *causative*; it presents likewise two varieties —

1. When the dependence involves an effect or consequence—
as;

He was an honorable man; and, *therefore*, his friends trusted him

2. When the dependence involves a ground or reason :

I go away happy; *for* I have satisfied him.

EXAMPLE.

Sir Andrew Freeport's notions of trade are noble and generous; and as every rich man has usually some sly way of jesting, which would make no great figure were he not a great man, he calls the sea a British common.

a. Sir Andrew Freeport's notions of trade are noble and generous;	Prin. prop. co-ord. to <i>e</i> .
b. (and) as every rich man has usually some sly way of jesting,	Adv. prop. (cause) to <i>e</i> .
c. which would make no great figure	Adj. prop. to <i>b</i> .
d. were he not a great man,	Adv. prop. (condition) to <i>c</i> .
e. he calls the sea a British common.	Prin. prop. to <i>b</i> , co-ord. to <i>a</i> .

CONTRACTION OF SENTENCES.

When two or more propositions of a sentence have the same subject, or object, only once expressed; it is said to be *contracted*; thus there may be—

1. Two or more subjects, and one predicate—as:

The trade winds and the monsoons are permanent.

2. Two or more predicates, and one subject—as:

The air expands and becomes lighter by heat.

3. Two or more objects and one predicate,

The sun illumines the mountains and the vallers.

4. Two or more similar extensions to one predicate,

Moisture is evaporated from the water, and even from the snow.

GENERAL FORM OF ANALYSIS.
(See the following sentence.)

	Kind of Prop.	Subject.	Predicative.	Compl. of Pred.	Extens. of Pred.
^a That man is blessed indeed	Prin. Prop. to <i>b, c, d, and e.</i>	That man	is blessed	—	indeed
^b Who noble ends by noble means obtains	Adj. prop. to <i>a.</i>	who	obtains	noble ends	by noble means
^c Or failing, smiles in exile or in chains,	Adj. Prop. to <i>a,</i> co-ord. to <i>b,</i> con- tracted in sub.	who (<i>under- stood</i>) failing	smiles	—	in exile or in chains,
^d Like good Aure- lius should he reign,	Adv. prop. (concession) to <i>a.</i>	he	should reign	—	like good Aurelius
^e or bleed like Socrates.	Adv. prop. (concession) to <i>a</i> , co-ord. to <i>d,</i> and contracted	he (<i>understood</i>)	(should) bleed	—	like Socrates

NOTE.—It is recommended to have copy-book paper of a large size ruled all the way down as above. The sentences to be an-

alyzed can be separated from each other by leaving one horizontal row blank between them, or by writing each sentence out above the analysis.

EXAMPLE.

Who noble ends by noble means obtains,
Or failing, smiles in exile or in chains,
Like good Aurelius should he reign, or bleed
Like Socrates, that man is blessed indeed.

a. That man is blessed indeed	Prin. prop. to <i>b</i> , <i>c</i> , <i>d</i> , and <i>e</i> .
b. who noble ends by noble means obtains,	Adj. prop. to <i>a</i> , exten. of sub.
c. or failing, smiles in exile or in chains	Adj. prop. to <i>a</i> , co-ord. to <i>b</i> , and contracted in sub.
d. like good Aurelius should he reign,	Adv. prop. (concession) to <i>a</i> .
e. or bleed like Socrates.	Adv. prop. (concession to <i>a</i> , co-ord. to <i>d</i> , and contracted in sub.

FUNDAMENTAL ELEMENTS OF LANGUAGE.

From the above analysis we see that there are simply four fundamental elements which enter into the composition of language.

1. The substantive, consisting of the noun, or whatever takes the place of the noun.

The noun, or its equivalent, always takes the place of the subject and of the object in the sentence.

2. The attribute to the noun, i. e. the adjective, or whatever takes the place of the adjective.

The place of the adjective may be taken by the possessive case of another noun, by a participle, by a noun in apposition, and sometimes by a preposition and its case.

3. The verb or assertive, which forms the predicate.

4. The adverb or its equivalents.

The equivalents to the adverb are the preposition and its case, called an adverbial phrase---as "He walks *with rapidity*," and sometimes the participle---as : He goes *hobbling*.

These form the various extensions of the predicate.

If dependent propositions are employed, these are always equivalent, either to a noun, an adjective or an adverb; so that every sentence, however developed or however complex, simply contains the same four elements, viz :---The name, the attribute, the affirmation, and the adverbial qualification, as shown by the following table :---

<i>All language consists of</i>		
	<div> <div>Noun</div> <div>Pronoun</div> </div>	Forming
1. Names.	<div> <div>Adjective used</div> <div>as Noun</div> </div>	Subject and ob- ject in the proposition.
	<div> <div>Infinitive Mood</div> <div>Adjective</div> </div>	
2. Attributes;	<div> <div>Possessive Case</div> <div>of Nouns</div> </div>	Enlargements of Subject and Object
	<div> <div>Participles</div> <div>Verbs.</div> </div>	
3. Affirmatives.		Predicate.
4. Circumstances which qualify the affirmation.	<div> <div>Adverb.</div> <div>Preposition and</div> </div>	Extensions of Predicate
	<div> <div>Case.</div> </div>	

PART THIRD.

ON THE LAWS OF SYNTAX.

The principles of Analysis, which have now been explained, show that there are only three *principal relations* in which words stand to each other in a sentence.

First---The relation between the subject and the predicate. (Predicative relation.)

Secondly.---The relation between the predicate and its various enlargements. (Objective relation.)

Thirdly---The relation between the noun and its attribute. (Attributive relation.)

The fundamental law of the predicative relation is as follows :

Rule I.---*The verb must agree with its subject in number and person*

REMARK.

The subject of a finite verb is said to be in the *nominative* case.

In the noun there is no distinction of inflexion to point out the subject and the object : but in the pronoun such a distinction exists, and the proper nominative form must be carefully observed, when the pronoun is used as a subject.

The fundamental law of the objective relation is as follows :—

Rule II.---*Transitive verbs in the act. Voice and prepositions take substantives after them as their object.*

REMARKS.

1. In the case of pronouns the peculiar objective form must always be used after verbs and prepositions.
2. Prepositions may relate substantives to other substantives, or to adjectives, or to verbs---as : A man of wisdom. Good for food. He went to school.

The fundamental law of the attributive relation is as follows :—

Rule III.---*Every adjective or word used as an adjective qualifies some substantive expressed or understood.*

Attributes may be expressed—

1. By the adjective---*The man, This man, Good man.*
2. By the possessive pronoun, or the possessive case---*My mother, My father's house.*
3. By the participle---*The sun, shining in his strength.*
4. By a noun in apposition---*William the Conqueror.*
5. By a preposition and its regimen---*A man of wisdom.*

To these must be added the two fundamental rules for the use of the adverb and the conjunction ; viz :

Rule IV.---*Adverbs modify the meaning of any words which convey the idea of an action, or attribute, and not the idea of existence.*

i. e.---They may modify the verb, the adjective, participle, and the adverb.

Rule V.---*Copulative and disjunctive particles unite together notions or assertions, which hold the same relation in any given sentence.*

REMARK.

The distinction should be remembered between conjunctions which merely couple words and sentences together co-ordi-

nately, and those which introduce and govern subordinate sentences. Thus,

John goes, and Mary follows.

If John go, Mary will follow.

In the latter case the "if" govern the verb *go*, and modifies the form of the whole sentence to which it belongs.

SPECIAL RULES OF SYNTAX.

Besides the above five fundamental laws of Syntax, which are the same for nearly all languages, there is a number of special rules relating particularly to the English language, which should be kept in mind, as aids either for composing or parsing correctly. The most important of these special rules are the following :—

N.B.—Throughout the Exercises in Syntax—first, correct the errors; secondly, analyze orally the sentences corrected; thirdly, parse etymologically and syntactically the word or words to which the rule refers; then write a sentence or two containing the words corrected, and so go through the Exercise in full.

THE ARTICLE.

Rule I.—1. The article *A* or *AN* is but before common nouns in the singular number, when

used INDEFINITELY ; as, “ *A* man ” — “ *An* apple ; ” that is, *any* man ” — “ *any* apple.”

The primary form of this article is *An* (*ane*). The *n* as been dropped before a consonant, from regard to euphony.

2. The article THE is put before common nouns, either singular or plural, when used DEFINITELY ; as, “ *The* sun rises ” — “ *The* city of Hamilton.

EXPLANATION.—It is impossible to give a precise Rule for the use of the article in every case. The best general rule is, to observe what the sense requires. The following usages may be noticed :

Obs. 1. The article is omitted before a noun that is unlimited, or that stands for a *whole species* ; as, Man is mortal ; and before the names of minerals, metals, arts, &c. Some nouns denoting the species, have the article always prefixed ; as, The dog is a more grateful animal than the cat. The lion is a noble animal. Others never have it ; thus, Lead is softer than iron. Wood is lighter than stone.

Obs. 2. The last of two nouns after a comparative, should have no article when they both refer to one person or thing ; as, He is a better reader than writer.

Obs. 3. When two or more adjectives, or epithets, belong to the *same* subject, the article should be placed before the first, and omitted before the rest ; but when they belong to different subjects, the article is prefixed to each ; thus, “ A red and white rose,” indicates *one* rose, partly red and partly white. “ A red and a white rose,” means *two* roses, one red and one white. “ Johnson, the bookseller and stationer,” denotes *one* person. “ Johnson, the bookseller, and the stationer,” denote *two*.

1. The article is *omitted* before nouns implying the different virtues, vices, passions, qualities, sciences, arts, metals, herbs, &c. ; as, “ *Modesty* is becoming ; *falsehood* is odious ; *Grammar* is useful,” &c.

2. The article is not prefixed to proper nouns ; as, *Burr* killed *Hamilton* : except by way of eminence, or for the sake of distinguishing a particular family, or when some noun is under-

stood; as, "He is not *a* Newton; He is *a* Ryerson, or of the family of *the* Ryersons; We sailed down *the* (river) St. Lawrence.

3. An *adjective* is frequently placed between the article and the noun with which the article agrees; as, "A *good* boy; an *industrious* man." Sometimes the adjective precedes the article; as, "As *great* a man as Alexander; *Such* a shame."

4. In referring to many individuals, when we wish to bring each separately under consideration, the indefinite article is sometimes placed between the adjective *many* and a singular noun: as, "Where *many* a rosebud rears its blushing head;" "Full *many* a flower is born to blush unseen."

5. The word *the* is frequently applied to *adverbs* in the comparative or superlative degree; "The *more* I examine it, *the* better I like it; I like this *the* least of any." It is there an adverb.

6. In the translation of the Scriptures, and some other writings of that time, *the* is often used before *which*; as, "That worthy name by *the* *which* ye are called"—"The *which* when I had seen."---*Bunyan*.

EXERCISES.

A great talent without a virtue are dangerous. A man is mortal. A time flies. The money is scarce. John is a better farmer than a scholar. The black and the white spaniel runs fastest. The black and white spaniel run together. The time and the tide wait for no man. A red and a white rose grows on this bush. The black and white man came together. Smith, the tanner and currier, entered into partnership. Smith, the tanner and the currier, is a man of great industry.

Write short sentences each of which shall contain the article *a*, or *an*, or *the*;---others, which shall contain nouns without an article.

SUBJECT NOMINATIVE.

RULE II.—The subject of a finite verb is in the nominative; as, "*I am*."—"Thou art."—"He is."—"They are."—"Time flies."

EXPLANATIONS.—A finite verb is a verb (limited by person and

number, i. e. a verb) in the indicative, potential, subjunctive, or imperative mood.

The subject of a finite verb may be any substantive, namely, a noun, a pronoun, an infinitive mood, a participle, used as a noun, or a clause of a sentence. All these, when the subject of a verb, may be regarded as the nominative.

The subject of a verb in the infinitive mood is in the objective case, except when it is, at the same time, the subject of the finite verb. I wish *him* to go. I wish to go. *He* is to be married. I took *it* to be him; I, He and it, are the subjects of the infinitives following them.

In each sentence, point out the verb and its subject. If the subject is not in the right case, change it.

Him and me are of the same age. Suppose you and me go. Them are excellent. It is probable that her and me will return. Robert is taller than me, but I am as strong as him. I am older than him; but he is taller than me.

NOMINATIVE ABSOLUTE, AND INDEPENDENT.

RULE III.—A substantive whose case depends on no other word, is put in the nominative absolute, or independent.

SPECIAL RULES.

RULE 1.—A person or thing addressed, without a verb or governing word, is put in the nominative independent, nominative of address, or vocative case, and is always second person; as, "I remain, dear sir, yours truly." "Pluto, thou reasonest well."

RULE 2.—A substantive with a participle, whose case depends on no other word, is put in the nominative absolute, and is always third person; as, "He being gone, only two remain."

RULE 3.—A substantive unconnected in mere exclamation, is put in the nominative; as, "O the times!—O the manners!"

RULE 4.—A substantive used by pleonasm, before an affirmation, is put in the nominative; as, "Your fathers, where are they?"

Under these Rules, a mistake can be made only in the case of pronouns.

Me being absent, the business was neglected. Thee being present, he would not tell me what he knew. Oh! happy us, surrounded with so many blessings. Thee too! Brutus, my son! cried Cæsar overcome.

THE PREDICATIVE SUBSTANTIVE.

RULE IV.—The predicate substantive after a verb, is put in the same case as the subject before it; as, “It is *I*.”—“He shall be called *John*.”—“I took it to be *him*.”

EXPLANATION.—Verbs having the same case after as before them, are chiefly those which signify *to be*, or *to become*; passive verbs of *naming, making, choosing*, and the like; as, “*John* became a scholar;” “*David* was made king.” The nominative before the finite verb is the *subject*, the one after it is the *predicate*, and the verb is the *copula*. Hence they all form a simple sentence; and though the nouns denote the same person or thing, and are in the same case, they are not in apposition as in **RULE V**; but the noun after the verb is predicate of the substantive before it, which is its subject.

It is me. It could not have been them. I am certain it was not me. That is the man who I thought it to be. Is that thee? Whom did they say it was? I understood it to have been he. Was it me that said so? It could not have been me; but it might have been him, or her, or both.

SUBSTANTIVES IN APPPOSITION.

RULE V.—Substantives denoting the same person or thing, agree in case; as, Cicero, the orator.

Words thus used are said to be in *apposition*.

Your brother has returned, him who went abroad. I bought this paper from a bookseller, he who live opposite; will you please to give it to that boy, he that stands by the door? Is your sister well, her that was lately sick? Hand that book to John, he who reads so well. The premium for the best writer is given to Thomas, he who took so much pains to excel.

THE POSSESSIVE CASE.

RULE VI.—A Substantive that limits the signification of another, is in the possessive; as, "*Virtue's* reward."—"John's books."—"The sun's rays."

EXPLANATION.—The noun or pronoun in the possessive, always limits the noun that governs it; thus, "*Virtue's* reward;" the latter word does not mean reward in general, or any indefinite reward, but a particular reward, viz., *Virtue's*. This Rule applies to the relative pronoun, and to the possessive case of the personal pronoun, when the noun denoting the thing possessed is understood; as, "That book is *mine*." When expressed, the possessor is denoted by the possessive adjective pronoun; as, "That is *my* book."

Obs. 1.—When several nouns come together in the possessive case, implying common possession, the sign of the possessive (*'s*) is annexed to the last, and understood to the rest; as, "*Jane and Lucy's* books," i. e., books the common property of Jane and Lucy. But if common possession is not implied, or if several words intervene, the sign of the possessive should be annexed to each; as, "*Jane's and Lucy's* books, i. e., books, some of which are *Jane's* and others, *Lucy's*."

Obs. 2.—When a name is complex, consisting of more terms than one, the sign of the possessive is annexed to the last only; as, "*Julius Cæsar's* Commentaries."—"The Bishop of London's Charge."

Obs. 3.—The noun limited by the possessive is frequently understood; as, "He stays at his father's" (house).

Obs. 4.—The preposition *of*, with the objective, is frequently equivalent to the possessive, but not always. In the use of it, both harshness and ambiguity should be avoided.

The boys book. The girls bonnet. The Ladys book, a birds nest, a bear skin. A mothers tenderness and a fathers care, are natures gifts for mans advantages. A horse tooth. James and Thomas feet are cold. Williams and Marys reign. Sheldon and Companys bookstore is in New York. James loss is Thomas gain. The Farmers Guide. The Scholars Companion. The Court's session is put off. The meetings president was appointed.

In the Anglo-Saxon, the genitive termination of many nouns in the singular was *es*, *is*, *ys*; as, Godes, leafes, mirthis, mannys; but, as 'language advances, its grammatical terminations drop and their place is supplied by auxiliary words.' In the 16th century, the words *his* *her*, and *their* were used instead of the genitive endings,—

"Where is this mankind? who lives to age
Fit to be made Methusalem *his* page."—*Dr. Donne*.

"And by Ronix *her* womanish subtlety." About the Hollanders, *their* throwing off the monarchy of Spain. "My paper is Ulysses *his* bow.—*Addison*.

It appears that as cases melted way from the language, *his* took the place of *is*, *es*, *ys*, from its resemblance to them in sound, and that *her* and *their* were introduced by an imitative process.—*Fowler*, 257.

The 's is a contraction for *his*, and extended to other cases in a similar manner.

RULE VII.—Two or more singular nouns coupled with *and*, require a verb and pronoun in the plural; as, James *and* John are good boys; for they are busy.*

Two or more singular nouns separated by *or*,

**And* is the only conjunction that combines the agency of two or more into one. *With* is sometimes used for *and*—it is then a conjunction; whenever the noun or pronoun after *with* is in the same circumstances, case, or condition,—that is, acts or suffers jointly with the singular nominative preceding it—the verb and pronoun should be plural; but when the noun after *with* is a mere involuntary instrument, the verb should be singular; as, The side A, with the sides B, C, compose the triangle.—She with her sisters are well.—The general with his men were taken prisoners.—The squire with his gun kills a fox; he with his gun shot a Fenian.—She with her pen writes a letter.

or *nor*, require a verb and pronoun in the singular; as, James *or* John is dux.

But when substantives connected by *and*, denote one person or thing, the verb is singular; as,—“Why is dust and ashes proud,”—“That able scholar and critics *has* been eminently useful.

EXERCISES.

Socrates and Plato was the most eminent philosophers of Greece. The rich and poor meets together. Life and death is in the power of the tongue. The time and place for the conference was agreed upon. Idleness and ignorance is the parent of many vices. John and I reads better than you. Wisdom, virtue, happiness dwells with the golden mediocrity. Luxurious living and high pleasures begets a languor and satiety that destroys all enjoyment. Out of the same mouth proceedeth blessing and cursing.

Neither precept nor discipline are so forcible as example. Either the boy or the girl were present. Neither character nor dialogue were yet understood. The modest virgin, the prudent wife, or the careful matron, are much more servicable in life than the petticoated philosophers. It must be confessed that a lampoon or a satire do not carry in them robbery or murder. Man is not such a machine as a clock or a watch, which move merely as they are moved.

RULE VIII.—When a noun of multitude conveys unity of idea, the verb and pronoun should be singular; as, The class *was* large.

When a noun of multitude conveys plurality of idea, the verb and pronoun should be plural; as, My people *do* not consider *they* have not known me.

EXERCISES.

The meeting were well attended. The people has no opinion of its own. Send the multitude away, that it may go and buy itself bread. The people was very numerous. The council was not unanimous. The flock, and not the fleece, are, or ought to be, the object of the shepherd's care. When the nation complain the rulers should listen to their voice. The regiment consist of a thousand men. The multitude eagerly pursues pleasure as its chief good. The parliament are dissolved. The fleet were seen sailing up the channel. Why do this generation seek after a sign? The shoal of herrings were immense. The remnant of the people were persecuted. The committee was divided in its sentiments. The army are marching to Cadiz. Some people is busy, and yet does very little. Never were any nation so infatuated. But this people who knoweth not the law are cursed.

 ADJECTIVE AND SUBSTANTIVE.

RULE IX.—1. An adjective or participle qualifies the substantive to which it belongs; as, “A *good* man.”

2. Adjectives denoting ONE, qualify nouns in the singular—adjectives denoting MORE THAN ONE, qualify nouns in the plural; as “*This* man.”—“*These* men.”—“*Six* feet.”

Obs. 1. Adjectives denoting one, are *this, that, one, each, every, either, neither*; and the ordinal numerals, *first, second, third, &c.*

Obs. 2. Adjectives denoting more than one, are *these, those, many, several*; and the cardinal numerals, *two, three, four, &c.*

Obs. 3. Some adjectives implying number, can be joined with either singular or plural nouns, according to the sense; as, *some, all, no, &c.*; thus, *Some man—Some men.*

Obs. 4. EXCEPTION. When a noun following the numeral is used in an adjective sense (see page 20) it has not the

plural termination; thus, we say, A four *inch* plank; a three *foot* wall; a four *horse* team; a ten *acre* field, &c.

OBS. 5. When two or more objects are contrasted, *this* refers to the last mentioned, and *that*, to the first; as, "*Virtue and vice are opposite qualities; that ennobles the mind, this debases it.*"

OBS. 6. COMPARISON. When two objects are compared, the comparative degree is commonly used; when more than two, the superlative; as, "He is *taller* than his father." "John is the *tallest* amongst us."

OBS. 7. Double comparatives and superlatives are improper; thus, "James is *more taller* than John,"—omit *more*. "He is the *most wisest* of the three,"—omit *most*.

OBS. 8. The Adjective usually precedes its substantive, but follows when it is attributive; as, the day is fine, also when the adjective is completed by a phrase, clause, or proposition; as, John is *worthy* to be loved, the poor of this world *rich* in faith.

EXERCISES.

A well six fathom deep. A pole ten foot long. A field twenty rod wide. I have not seen him this ten days. Those sort of people are common. These kind of things are useless. You will find the remark on the second or third pages. Each have their own place, and they know it. The second and third page were torn.

The nightingale's voice is the most sweetest in the grove. James is a worser scholar than John. Tray is the most swiftest dog. Absalom was the most beautifullest man. He is the chiefest among ten thousand.

His assertion was most untrue. His work is perfect; his brother's more perfect; and his father's the most perfect of all.

Public spirit is a more *universal principle than a sense of honor.

* *Chief, universal, perfect, true, &c., imply* the superlative degree without *est* or *most*. In language sublime or passionate, however, the word *perfect* requires the superlative form to give it effect. A lover enraptured with his sweetheart would naturally call her the *most perfect* of her sex.

Superior and inferior always *imply* comparisons, and require *to* after them.

RULE X.—The distributive pronouns, *each*, *every*, *either*, *neither*, agree with nouns in the singular number only ; as,—*Each* of his brothers *is* in a favorable situation ; *Every* man is accountable for *himself* ; *Either* of them *is* good enough.

Each relates to two or more objects, and signifies *both* of the two, or every one of any number taken singly.

Every relates to *more than two* objects, and signifies each one of them all taken individually—it is quite correct to say, *Every six miles*, &c.

Either signifies the *one* or the *other*, but not *both*. *Neither* imports not *either*.

Either is sometimes improperly used instead of *each* ; as, On *either* side of the river was there the tree of life ; instead of, On *each* side of the river.

EXERCISES.

Let each esteem others better than themselves. Every one of the letters bear date after his banishment. Each of them, in their turn, receive the benefits to which they are entitled. Every person, whatever be their station, are bound by the duties of morality and religion. Neither of those men seem to have any idea that their opinions may be ill-founded. By discussing what relates to each particular in their order, we shall better understand the subject.

And Jonathan the son of Shimeah, slew a man of great stature, that had on every hand six fingers, and on every foot six toes.

Nadab and Abihu, the sons of Aaron took either of them his censer. The king of Israel and the king of Judah, sat either of them upon his throne.

RULE XI.—The comparative degree, and the pronoun *other* require *than* after them, and *such* requires *as* ; as, Greater *than* I. No other *than* he. Such *as* do well.

Such, meaning either a *consequence* or *so great*, requires *that*; as, His behavior was *such*, *that* I ordered him to leave the room. *Such* is the influence of money, *that* few can resist it.

RULE.—When two objects are compared, the comparative is generally used; but when more than two, the superlative; as, This is the younger of the two; Mary is the wisest of them all.

When the two objects form a *group*, or are not so much opposed to each other as to require *than* before the last, some respectable writers use the superlative, and say, "James is the *wisest* of the two." "He is the *weakest* of the two." The superlative is often more agreeable to the ear; nor is the sense injured. In many cases a strict adherence to the comparative form renders the language too stiff and formal.

A comparison in which *more* than two are concerned, may be expressed by the *comparative* as well as the *superlative*; and in some cases better; but the comparative considers the objects compared as belonging to *different* classes; while the superlative compares them as included in *one* class. The comparative is used thus: "Greece was more polished than any other nation of antiquity." Here Greece stands by itself as opposed to the other nations of antiquity—She was none of the *other nations*—She was more polished than they. The same idea is expressed by the superlative when the word *other* is left out; thus, "Greece was the most polished nation of antiquity." Here Greece is assigned the highest place in the class of objects *among which* she is numbered—the nations of antiquity—she is one of them.

EXERCISES.

He has little more of the scholar besides the name. Be ready to succor such persons who need thy assistance. They had no sooner arisen but they applied themselves to their studies. Those savage people seemed to have no other element but war. Such men that act treacherously ought to be avoided. He gained nothing farther by his speech, but only to be commended for his eloquence. This is none other but the gate of paradise. Such sharp replies that cost him his life. To trust in him is no more but to acknowledge his power.

James is the wisest of the two. He is the weakest of the two. I understood him the best of all others who spoke on the subject. Eve was the fairest of all her daughters. He is the likeliest of any other to succeed. Jane is the wittier of the three, not the wiser.

RULE XII.—When two persons or things are contrasted, *that* refers to the first mentioned, and *this* to the last; as, *Virtue* and *vice* are as opposite to each other as light and darkness; *that* ennobles the mind, *this* debases it.

Former and *latter* are often used instead of *that* and *this*. They are alike in both numbers.

That and *this* are seldom applied to *persons*; but *former* and *latter* are applied to persons and things indiscriminately. In most cases, however, the repetition of the noun, is preferable to either of them.

Wealth and poverty are both temptations; this tends to excite pride, that discontentment. Religion raises men above themselves, irreligion sinks them beneath the brutes; that binds them down to a poor speck of perishable earth, this exalts them to the skies.

And the cloud came between the camp of the Egyptians, and the camp of Israel, and it was a cloud and darkness to them, but it gave light to these. Moses and Solomon were men of the highest renown; the latter was remarkable for his meekness, the former was renowned for his wisdom. I have always preferred cheerfulness to mirth; the former I consider as an act, the latter as a habit of the mind. Body and soul must part; the former wings its way to its almighty source, the latter drops into the dark and noisome grave.

RULE XIII.—Adjectives should not be used as adverbs, nor adverbs as adjectives; as, Remarkable well, for *remarkably* well; and, Use a little wine for thine often infirmities, instead of *thy frequent* infirmities, or,

When and *while* should not be used as nouns, nor *where* as a proposition and a relative i. e. for *in which*, &c.

When the qualifying word which follows a verb, expresses *quality*, it must be an adjective, but when it expresses *manner*,

an adverb should be used; as, "She looks *cold*; She looks coldly on him; He feels *warm*; He feels *warmly* the insult offered to him." If the verb *to be* can be substituted for the one employed, an adjective should follow, and not an adverb; as, "She looks [*is*] *cold*; The hay smells [*is*] *sweet*; The fields look [*are*] *green*; The apples taste [*are*] *sour*; The wind blows [*is*] *fresh*."

EXERCISES.

They are miserable poor. They behaved the noblest. He fought bolder than his brother. He lived in a manner agreeable to the dictates of reason and religion. He was extreme prodigal, and his property is now near exhausted. They lived conformable to the rules of prudence. He speaks very fluent, reads excellent, but does not think very coherent. They came agreeable to their promise, and conducted themselves suitable to the occasion. They hoped for a soon and prosperous issue to the war.

From whence come ye? He departed from thence into a desert place. Where are you going? Bid him come here immediately. We walked there in an hour. He drew up a petition, where he too frequently represented his own merit. He went to London last year, since when I have not seen him. The situation where I found him. It is not worth his while.

PERSONAL PRONOUNS.

RULE. XIV.—Pronouns agree with the substantives for which they stand, in gender, number and person; as, All that a *man* hath, will *he* give for *his* life.

PERSONAL PRONOUN—SPECIAL RULES.

RULE 1.—When a pronoun refers to two or more words taken together, it becomes plural, and if the words are of different persons, it prefers the first person to the second, and the second to the third; as, "He and she did *their* duty." "John and you and I will do *our* duty."

RULE 2.—*When a pronoun refers to two or more words in the singular, taken separately; or to one of them exclusively, it must be singular; as, "A clock or a watch moves merely as it is moved."*

RULE 3.—*But if either of the words referred to is plural, the pronoun must be plural also; as, "Neither he nor they trouble themselves."*

Obs. 1. A pronoun referring to a collective noun in the singular, expressing many as one whole, should be in the neuter singular; but when the pronoun expresses many as individuals, the pronoun should be plural; as, "The *army* proceeded on *its* march."—"The *court* were divided in *their* opinions."

Obs. 2. The word containing the answer to a question, must be in the same case as the word that asks it; as, "Who said that?" Ans. "I (said it)." "Whose books are these?" Ans. "John's."

RULE.—*Nouns and numeral adjectives must agree in number according to the sense; thus, This boys, should be, these boys, because boys is plural; and six foot, should be, six feet, because six is plural.*

Whole should never be joined to common nouns in the plural; thus, *Almost the whole* inhabitants were present, should be, *Almost all* the inhabitants; but it may be joined to *collective* nouns in the plural; thus, *Whole* cities were swallowed up by the earthquake.

Give to every man their due. Answer not a fool according to her folly. Take handfuls of ashes and sprinkle it towards heaven. Rebecca took raiment and put them upon Jacob. Thou and he shared it between them. Who is there? Me. Who did that? Him. Whom did you meet? He. Whose pen is that? Her or mine's. Virtue forces her way through obscurity, and sooner or later it is sure to be rewarded.

This boys are diligent. I have not seen him this ten days. You have been absent this two hours. Those sort of people fear nothing. We have lived here this many years. The chasm made by the earthquake was twenty foot broad, and one hundred fathom in depth. There is six foot water in the hold. I have no interests but that of truth and virtue. Those sort of favors did no real injury.

RELATIVE AND ANTECEDENT.

RULE XV.—The relative agrees with its

antecedent in gender, number, and person; as, "*Thou who* speakest."—The *book which* was lost."

EXPLANATION.—The relative stands instead of the noun or pronoun called its antecedent, and also connects the idea expressed in its clause with the antecedent, either for the purpose of further describing it, or of limiting and restricting it. Consequently, the relative is always regarded as of the same person and number as its antecedent; and, if the nominative to a verb, the verb will be of the same number and person also.

RULE.—Who is applied to persons, or to things personified; as, "The man *who*"—"The fox *who* had never seen a lion."

RULE 2.—Which is applied to things, and inferior animals; as, "The house *which*:" "The dog *which*."

RULE 3.—That, as a relative, is used instead of *who* or *which*—

1. After the superlative degree, the words *same*, *all*, and sometimes *no*, *some*, and *any*; and generally in restrictive clauses; as, "It is the best *that* can be got."
2. When the antecedent includes both persons and things; as, "The man and the horse *that* we saw yesterday."
3. After the interrogative *who*, and sometimes after the personal pronouns; as, "Who *that* knows him will believe it." "I *that* speak in righteousness."
4. Generally, when the propriety of *who* or *which*, is doubtful, as, "The child *that* was placed in the midst."
5. *Who* merely identifies, whereas *which* classifies. "Our Father *which* art in heaven, implies that whereas there is a fatherhood *which* is on earth, His is a Fatherhood *which* is in Heaven."—*Alford*.

The man *as* rides to market.—*Fowler's large Gr.*, 296.

As is often used as a Personal or Relative pronoun, and in both numbers, and in these cases it should be construed as a pronoun; as, "His words were *as* follow," that is, His words were *those which* follow. Here *as* is plural, because *words*, its antecedent, is plural. His description was *as* follows. Here *as* is singular, because *description*, its antecedent, is singular; that is, His description was *this which* follows.—*Lennie*.

Such *as* I have give I unto thee.—*Clark*, 168.

Than is sometimes a relative; as, "We have more *than* heart can wish.—*Ditto*, 169.

EXERCISES.

The friend which I love. The vice whom I hate. There is the dog who followed us. They which seek wisdom, find it. All which beauty, all which wealth e're gave, "I who speak unto you, am he." It is the best which can be procured.

RULE XVI.—When the relative is preceded by two antecedents of different persons, it and the verb generally agree in person with the last; as, Thou art the *the boy that was* dux yesterday.

Sometimes the relative agrees with the former antecedent; as,—I am verily a man who *am* a Jew.—Acts xxii. 3.

The propriety of this rule has been called in question, because the relatives should agree with the subject of the verb, whether the subject be next the relative or not. This is true, but it is also true that the subject is generally next the relative, and the rule is calculated to prevent the impropriety of changing from one person of the verb to another, as in the 3rd example.

"When we address the Divine Being, it is, in my opinion, more direct and solemn to make the relative agree with the *second person*. In the Scriptures this is generally done. See Neh. ix. 7, &c. This sentence may therefore stand as it is. In the third person singular of verbs, the solemn *eth* seems to become the dignity of the Almighty better than the familiar *es*; thus, I am the Lord thy God who *teacheth* thee to profit; who *leadeth* thee by the way that thou should go;—is more dignified than, I am the Lord thy God who *teaches* thee to profit; who *leads* thee."

RULE.—*The relative ought to be placed next its antecedent, to prevent ambiguity*; thus, The boy beat his companion, whom every body believed incapable of doing mischief; *should be*, The boy, whom every body believed incapable of doing mischief beat his companion.

EXERCISES.

I am the man who command you. I am the person who adopt that sentiment, and maintains it. Thou art a pupil who possesses bright parts, but who hast cultivated them but little. I am a man who speak but seldom. Thou art the friend that hast often relieved me, and that has not deserted me now in the

time of peculiar need. Thou art he who driest up the Red Sea before thy people Israel.

The king dismissed his minister without any inquiry, who had never before committed so unjust an action. The soldier, with a single companion, who passed for the bravest man in the regiment, offered his services.

RULE XVII.—A pronoun after *than* or *as*, either agrees with a verb or is governed by a verb or preposition understood; as,—He is wiser than I (am); She loved him more *than* (she loved) me.

When *who* immediately follows *than*, it is used in the objective case; as, "Alfred, *than whom* a greater king never reigned. Some grammarians consider *than* in such cases a preposition. The case of the pronoun following *than* determines the meaning of the whole sentence:—Napoleon speaking of Marshal Lannes says, "Doubtless he loved his wife and children more than *me*," *i. e.*: more than he loved me; if we say, more than I, then it would be, more than I loved his wife and children, which is absurd, therefore incorrect.

RULE.—*The word containing the answer to a question, must be in the same case with the word which asks it; as, Who said that? I (said it.) Whose books are these? John's (books.)*

EXERCISES.

John can write better than me. He is as good as her. Thou art a much greater loser than me by his death. She suffers hourly more than me. They know how to write as well as him; but he is a better grammarian than them. The undertaking was much better executed by his brother than he. They are greater gainers than us. She is not so learned as him. If the king give us leave, we may perform the office as well as them that do.

Who betrayed her companion? Not me? Who revealed the secrets he ought to have concealed. Not him: it was her. Whom did you meet? He. Who bought that book? Him.

Whom did you see there? He and his sister. Whose pen is this? Mine's.

RULE XVIII.—A preposition governs the objective case; as, "To *whom* much is given of him much shall be required."

Prepositions sometimes govern propositions; as, "But before I can venture to lay it before you, it is proper to call your attention to *how matters stood at the time* of its publication."—*Erskine in behalf of Stockdale.*

OBS. 1. *Whom* and *which* are sometimes governed by a preposition at some distance after them. But this should generally be avoided; thus, "This is he *whom* I gave it *to*,"—better—"to *whom* I gave it."

OBS. 2. The preposition is sometimes omitted. It is then said to be understood; thus, "Give (to) me that book." Here, "me" is governed by "to," understood.

SPECIAL RULE.

RULE.—Nouns denoting TIME, VALUE, WEIGHT or MEASURE are commonly put in the objective case without a governing word; as, "He was absent six months last year"—"It cost a shilling."—"It is not worth a cent"—"It weighs a pound."—"The wall is six feet high, and two feet thick."

Many grammarians prefer to have a preposition understood, as, Absent *during* six months. Wall is high *by* six feet, thick *by* two feet, &c.

This may be called the objective of *time, value, &c.*

The *preposition* is so called because it is usually placed *before* its regimen, as in the above examples. Sometimes, however, the sentence may be so inverted that the preposition *follows* its regimen immediately, or at some distance; as, "Where *echo* walks the steep hills *among*."—"Whom did he speak *to*."

To, the sign of the infinitive mood, should not be regarded as a preposition, but as a sort of verbal prefix belonging to the form of the verb in that part.

EXERCISES.

This belongs to my father and I. Who did you get it from? Who shall we send it to? Divide it between you, or give it to him and I. This is a small matter between you and I. Who did you give it to? Who do you work for?

Obs. 3. When the prepositions *to*, *at*, *in* stand before names of places, the following usages should be carefully observed.

1. *To*—is used after words denoting *motion toward*; as, "He went *to* Spain;" but in this case, it is omitted before *home*; as, "He went *home*."
2. *At*—is used before names of *houses, villages towns and foreign cities*; as, "He resides *at* the Rossin House—at Geneva—at Lisbon."
3. *In*—is used before names of *countries and large cities*; as, "He lives *in* England—in London." But before these, *at* is used after the verbs *touch, arrive, land*; and sometimes after the verb *to be*.
4. In speaking of one's residence in the city, *at* is used before the No., and *in* (generally understood), before the street.

EXERCISES.

I have been to home all day. Have you been to Kingston? They live in Elora village; formerly they lived at London. He has been at England, and has just returned to home. We touched in France on our way to home. He lives in Montreal, at Craig Street, but resided formerly in No. 50, Champlain Street, Quebec.

RULE XIX.—Certain words and phrases should be followed by appropriate prepositions: Thus—

Accuse <i>of</i> .	Differ <i>from</i> .
Acquit <i>of</i> .	Difficulty <i>in</i> .
Adapted <i>to</i> .	Diminish <i>from</i> —diminution <i>of</i> .
Ask or inquire <i>of</i> a person, <i>for</i> what we wish to see— <i>after</i>	Disappointed <i>in</i> what we have, — <i>of</i> what we expect.

what we wish to hear <i>of</i> .	Discourage <i>from</i> .
Believe <i>in</i> , sometimes <i>on</i> .	Discouragement <i>to</i> .
Betray <i>to</i> a person— <i>into</i> a thing.	Engaged <i>in</i> a work,— <i>for</i> a time.
Call <i>on</i> a person,— <i>at</i> a place.	Equal <i>to</i> , <i>with</i> .
Change <i>for</i> , <i>to</i> , <i>into</i> .	Made <i>of</i> .
Compare <i>with</i> , <i>in</i> respect of	Marry <i>to</i> .
quality,— <i>to</i> for the sake of	Need <i>of</i> .
illustration.	Observation <i>of</i> .
Confide <i>in</i> .	Prejudice <i>against</i> .
Conformable, consonant <i>to</i> , <i>with</i> .	Prevail (to persuade) <i>with</i> , <i>on</i> ,
Conversant <i>with</i> men,— <i>in</i> things.	<i>upon</i> ,—(to overcome), <i>over</i> ,
Copy <i>from</i> life nature,— <i>after</i> a	<i>against</i> .
parent.	Profit <i>by</i> .
Dependent <i>upon</i> .	Protect (others) <i>from</i> , — (our-
Die <i>of</i> disease— <i>by</i> an instrument	selves) <i>against</i> .
or violence,— <i>for</i> another.	Provide <i>with</i> or <i>for</i> .
Exception <i>from</i> ,—sometimes <i>to</i> .	Reduce (to subdue) <i>under</i> ,— <i>in</i>
Expert <i>at</i> (before a noun),— <i>in</i>	other cases <i>to</i> ; as, <i>to</i> powder.
(before an active participle).	Regard <i>for</i> ,— <i>in</i> regard <i>to</i> .
Familiar <i>to</i> , <i>with</i> . A thing is	Sick <i>of</i> .
familiar <i>to</i> us; we are fami-	Swerve <i>from</i> .
liar <i>with</i> it.	Taste (meaning capacity or in-
Free <i>from</i> .	clination) <i>for</i> ,—(meaning ac-
Glad <i>of</i> something gained by	tual enjoyment) <i>of</i> .
ourselves,— <i>at</i> something that	Tax <i>with</i> (e.g. a crime),— <i>for</i> the
befals another.	state.
Independent <i>of</i> .	Value <i>upon</i> , or <i>on</i> .
Indulge <i>with</i> what is not habit-	Worthy <i>of</i> ,—sometimes the <i>of</i>
ual,— <i>in</i> what is habitual.	is understood.
Insist <i>upon</i> .	

OBS.—The same preposition that follows the *verb* or *adjective*, usually follows the *noun* derived from it, and *vice ver a*; as, Confide *in*,—confidence *in*,—confident *in*.

EXERCISES.

He was accused with robbery, and acquitted from the charge. I have been calling upon an old friend. Call in the post-office. I differ with you in that matter. John died by consumption, Henry died of the sword, and Robert is sick with the jaundice. Try to profit from experience. You have a taste of poetry. Conversant in men and things. Compare this piece to that, and see which is the best. I could never bear the taste for tobacco. This is an exception against the general rule.

VERB AND ITS SUBJECT.

RULE XX.—A verb agrees with its subject in number and person; as, "*I read*," "*Thou readest*," "*He Reads*." &c.

EXERCISES.

1. In the following Exercises, tell which words are verbs—which the nominatives—whether the verb and its nominative agree—and if not, make them agree by putting the verb in the person and number of its nominative.

You was there. They was absent. Your brothers has been abroad. Has your sisters come home? Was you present? The letters has come. Fair words costs nothing. There is no roses without thorns.

2. Take the verb *to write*, and make it agree with *I*—with *thou*—with *he*—with *they*—in all the tenses of the indicative mood. Take any other verb, and do the same.

SPECIAL RULES.

RULE 1.—*A singular noun used in the plural sense, has a verb in the plural; as, "Ten sail are in sight."*

RULE 2.—*Two or more substantives singular, taken together, have a verb in the plural; as, "James and John are here."*

Exc.—But when substantives connected by *and*, denote one person or thing, the verb is singular; as, "*Why is dust and ashes proud?*"

RULE 3.—*Two or more substantives singular, taken separately, or one to the exclusion of the rest, have a verb in the singular; "James or John attends."*

RULE 4.—*When substantives taken together, are of different persons, the verb agrees with the one next to it; "James or I am in the wrong?" Better, "James is in the wrong, or I am."*

Obs. So also when the substantives are of different numbers, in which case the plural number is usually placed last.

RULE 5.—*A collective noun expressing many, considered as ONE WHOLE, has a verb in the singular; as, "The company was large."*

2. *But when a collective noun expresses many, considered as INDIVIDUALS, the verb must be plural; as, "My people do not consider."*

EXERCISES.

(1) Forty head of cattle was grazing in the meadow. Twelve brace of pigeons was sold for one dollar. (2) Life and death is in the power of the tongue. Out of the same mouth proceedeth blessing and cursing. (3) Either the boy or the girl were present. (4) I or thou am to blame. (5) The people was very numerous.

I loves reading. A soft answer turn away wrath. We is but of yesterday and knoweth nothing. Thou shall not follow a multitude to do evil. The days of man is but as grass. All things is naked and open to the eyes of him, with whom we has to do. All things was created by him. In him we live and moves. Frequent commission of crimes harden his heart. In our earliest youth the contagion of manners are observable. The pyramids of Egypt has stood more than three thousand years. The number of our days are with thee. A judicious arrangement of studies facilitate improvement. A variety of pleasing objects charm the eye. A few pangs of conscience now and then interrupts his pleasure, and whispers to him that he once had better thoughts. There is more cultivators of the earth than of their own hearts. Nothing but vain and foolish pursuits d light some persons. Not one of those whom thou sees clothed in purple are happy. There's two or three of us who have seen the work.

RULE XXI.—A transitive verb in the active voice, governs the objective case; as, “We love *him*.”—*Whom* did they send?”

EXPLANATION.—The transitive verb in the active voice, always tells what its subject or nominative does to some other person or thing, called its *object*. The rule means that this *object* must always be put in the *objective case*. This rule is liable to be violated only when the object is a *pronoun*, because in all other words, the nominative and the objective case are alike.

Nouns and personal pronouns in the objective case, are usually placed after the verb—relative and interrogative pronoun, usually before it.

The infinitive mood, a participle used as a noun, or a proposition, may be the object of a transitive active verb; as, "Boys love *to play*."—"He practiced *reading* aloud."—"I know *what he will do*."

He loves her and I. Did they hurt ye? We know he and they. He and they we know. The friend who I love. Take care who you admit. I will not give ye up. He who you ignorantly worship, declare I unto you.

SPECIAL RULES.

RULE 1.—*An intransitive verb does not govern an objective case;* as, "Repenting him of his design,"—omit *him*.

RULE 2.—*Intransitive verbs in a transitive sense, govern the objective case;* as, "He runs a race."

RULE 3.—*Intransitive verbs do not admit a passive voice, except when used transitively;* as, "My race is run."

RULE 4.—*A transitive verb does not admit a preposition after it;* as, "I will not allow *of* it,"—omit *of*.

RULE 5.—*Verbs signifying to NAME, APPOINT, CONSTITUTE, and the like, generally govern two objectives, viz: the DIRECT, denoting the person or thing acted upon; and the INDIRECT, denoting the result of the act expressed;* as, "They named *him John*."

EXERCISES UNDER THE SPECIAL RULES.

Show how the rule is violated in each of the following sentences, and correct the error.

(1) Robert plays himself with his lessons. He lies him down on the grass. (2) They expatiated themselves largely. Planters grows cotton. Sit thee down. (3) I am resolved to go. Is your father returned? He is almost perished with cold. (4) They do not want for anything. His servants ye are, to whom ye obey. False accusation cannot diminish from his real merit. (5) He was chosen for a senator.

SUBJUNCTIVE MOOD.

RULE XXII.—1. The subjunctive mood is used in dependent clauses, when both contin-

gency or doubt, and futurity are expressed; as, "If he *continue* to study he will improve."

2. When contingency or doubt only, and not futurity, is implied, the indicative is used; as, "If he *has* money, he keeps it."

To determine whether or not a verb should be in the subjunctive or indicative mood, insert immediately after the conjunction the one of the two following phrases, which expresses your meaning (1) as is the case, (2) as may or may not be the case. When the first formula is the one required, there is no element of doubt, and the verb should be in the indicative; as, "If (as is the case) he is gone, I must follow him."

When the second formula is the one that conveys the sense of the speaker, there is an element of doubt, and the verb should be in the subjunctive; as, "If (as may or may not be the case) he be gone, I must follow him.—*Latham*."

REMARK.

Many of the best writers, and some distinguished grammarians, often used the subjective present, when mere doubt or contingency is expressed, and not futurity. A contrary practice of using the indicative when both doubt and futurity are implied, now begins to prevail; thus, "If he *continues* to study, he will improve." But the weight of good authority still, is evidently in favor of the preceding Rules. A general adherence to them would have this advantage, that the mode used would be a certain guide to the sense intended.

SUB-RULE.—*Lest and that, annexed to a command, require the subjunctive mood*; as, "Love not sleep, lest thou *come* to poverty." "Take heed that thou *speak* not to Jacob, either good or bad."

Obs.—The subjunctive mood, in the past tense, expresses a supposition with respect to something present, but implies a denial of the thing supposed; as, "If I *were* a nightingale, I would sing; implying, "I am not."

EXERCISES.

If there be a rule it should be observed. Though he be rich, he is not happy. If the mail arrives to-morrow, we shall have

letters. If he studies diligently when he goes to school, he will improve. If he is discreet when he goes abroad, he will gain friends. If he have money, he must have earned it.

INFINITIVE MOOD.

RULE XXIII.—A verb in the infinitive mood is generally used to limit the meaning of a verb, noun, adjective, participle, or pronoun; as, “*Cease to do evil* ;” “We all have our *talent to be improved* ;” “She is *eager to learn* ;” “They are *preparing to go* ;” “Let *him do it*.” Sometimes it is used absolutely; as, “To confess the *truth* I was not there.” A verb in the infinitive mood may also limit the meaning of conjunctions, adverbs, or prepositions; as, “An object so high *as to be invisible* ;” “He is wise *enough to deceive* ;” “The army is *about to march* ;” the last may be considered a future infinitive.

SPECIAL RULES.

RULE 1.—One verb being the SUBJECT of another, is put in the infinitive; as, “To study is profitable.”

RULE 2.—One verb governs another as its OBJECT or complement in the infinitive; as, “Boys love to play.”

RULE 3.—The infinitive, as the subject or object of a verb, sometimes has a subject of its own in the objective case, and therefore may have person and number; as, “For us to do so, would be improper.”—“I know him to be prudent.”

RULE 4.—The infinitive is used as a predicate nominative after any verb as a copula; as, “You are to blame.”

RULE 5.—To, the sign of the infinitive, is not used after the verbs

BID, DARE, NEED, MAKE, SEE, HEAR, FEEL, and LET, in the active voice, nor after LET in the passive; as, "I saw him do it," not "to do it."

RULE 6.—*The infinite is used to express the PURPOSE, END, or DESIGN of the preceding act; as, "Some who came to school," remained to pray."*

RULE 7.—*In comparisons, the infinite mood is put after so, as, too, or than; as, "Be so good as to read this."—"Too old to learn."—"Wiser than to undertake it."*

EXERCISES.

Strive to learn. Cease to do evil. Learn to do well. He needs not to write. I would make you to take care. He dares not to do a wicked action; nor will he dare do it. I heard him to say so. He was heard say so. Let James to do this. Bid him speak to me. Did you see him to do that? No, but I heard him to do it. Did you hear the bell to ring? Make him to go. He was made go.

CONSTRUCTION OF PARTICIPLES.

RULE XXIV.—Participles have the construction of *nouns, adjectives, and verbs*, and govern the same case as the verbs from which they are derived.

SPECIAL RULES.

RULE 1.—*When the present or perfect participle is used as a noun, a noun before it is put in the possessive case; as, "Much depends on the pupil's composing frequently."*

Obs. 1.—A pronoun before the verbal noun must be the possessive pronoun, and not the possessive case; as, "Much depends on *your* composing frequently" (not *yours*).

RULE 2.—*When the present participle used as a noun, has an ARTICLE, or ADJECTIVE before it, the preposition OF follows; as, "By the observing of the teacher."—"A cow late forsaking of the truth."*

RULE 3.—*When the verbal noun expresses something of which*

the noun following denotes the DEE it should have the article and the preposition, as "It was told in the hearing of the witness." But when it expresses something of which the noun following does not denote the DEE, but the OBJECT, both should be omitted; as, "The court spent much time in hearing the witness."

RULE 4---The past participle, and not the past tense, should be used after the auxiliaries HAVE and BE; as "I have written" (not wrote.)

REM---So also, the past participle should not be used for the past tense; as "He ran;" not "He run." "I saw;" not "I seen."

Obs. 4---The participle in *ing* is sometimes used in a passive sense after the verb *to be*, to express the continual suffering of an action; as, "The house *is built*;" or, "*is being built*." Both forms are used by good writers and speakers.

My brother being sick, is the cause of his absence. A man making a fortune depends partly on him pursuing a proper course. John attempting too much was the cause of his failure. Hers going away was not observed.

Learning of anything well, requires application. The doing our duty is commendable. By reading of good books the mind is improved. The giving to every man his own is a sacred duty.

At hearing the ear, they shall obey. Because of provoking his sons and daughters, the Lord abhorred them. The greatest pain is felt in the cutting of the skin.

He should have wrote. Have you spoke to the master. I am almost froze. She has just began to read. James has broke his arm. You should have drove more slowly. He has drank too much, and should be took home. He might have rode if he choose.

Correct the following errors, and give reason for the change:

I seen him an hour ago. I done what you told me. James run a mile in ten minutes, and had not begun to be tired. The school begun yesterday. He ought to have went, or at least to have wrote. That is wrong, you had not ought to done it.

RULE XXV.—In the use of verbs and words that in point of time relate to each other, the

order of time must be observed ; for example, —I remember him these many years, should be *I have remembered him, &c.*

EXERCISES.

I have compassion on the multitude, because they continue with me now three days. And he that was dead sat up, and began to speak. The next new year's day I shall be at school three years. The court laid hold on all the opportunities which the weakness or necessities of princes afford it, to extend its authority. Ye will not come unto me that ye might have life. His sickness was so great that I often feared he would have died before our arrival. It would have given me great satisfaction to relieve him from that distressed situation.

I always intended to have rewarded my son according to his merit. We have done no more than it was our duty to have done. From the little conversation I had with him, he appeared to have been a man of letters. It was a pleasure to have received his approbation of my labors. I intended to have written you last week.

RULE XXVI.—Adverbs modify *verbs, adjectives, participles*, and other *adverbs* ; as, “ John *speaks distinctly* ; he is *remarkably diligent*, and reads *very correctly*, *While* running too fast he fell.”

SPECIAL RULES.

RULE 1.—*Adverbs should not be used as adjectives, nor adjectives as adverbs* ; as, “ The *preceding* (not the above) extract.”

RULE 2.—*Two negatives are equivalent to an affirmative, and should not be used unless affirmation is intended* ; as, “ I can not drink *any* (not *no*) more ;” or, “ I can drink *no* more.”

RULE 3.—*Adverbs are for the most part placed before adjectives, after a verb in the simple form, and after the first auxiliary in the*

compound form ; as, "He is *very* attentive, behaves *well*, and is *much* esteemed.

This is but a *general* rule ; for it is impossible to give an exact and determinate one for the placing of adverbs on all occasions. The easy flow and perspicuity of the phrase ought to be chiefly regarded.

The adverb is sometimes placed with propriety before the verb, or at some distance after it ; as, "The women *voluntarily* contributed all their rings and jewels," &c. "They carried their proposition *farther*."

Not, when it qualifies the present participle, comes before it.

Never is often improperly used for *ever* ; thus, "If I make my hand *never* so clean," should be, "*Ever* so clean."

Sometimes an adverb modifies a preposition, and sometimes an adjunct or clause of a sentence ; as, "He sailed *nearly round* the globe."---"*Just below* the ear."---"*Verily* I say unto you."

The is sometimes put *intensively* before adjectives and adverbs in the comparative degree ; as, "The *higher* the mountain, the *colder* its top."---"*The faster* he goes, *the sooner* he stops." Thus used it performs the function of an *adverb*.

Obs. 1.—*Where* should not be used for *in which*, except when the reference is to place ; as, "The situation *in which* (nowhere) I left him ;" because "situation" does not here refer to place.

Obs. 2.—*So* is often used elliptically for an adjective, a noun, or a whole sentence ; as, "They are *rich* ; we are not *so*."---"*He is a good scholar*, and I told you *so*."

Obs. 3.—*Only*, *solely*, *chiefly*, *merely*, *too*, *also*, and perhaps a few others, are sometimes joined to substantives ; as, "Not *only* the men, but the women *also* were present."

Obs. 4.—A negative is often made by the syllables *dis*, *in*, *im*, *un*, &c., prefixed to a word. When this is the case, another negative, is sometimes used, to express a diminished kind of affirmation ; as, "He was not unkind." The negative terms are such as *no*, *not*, *neither*, *nor*, *never*, &c.

EXERCISES.

Come quick. James does that very good. That was done excellent. Time moves rapid. Apparent slow people accomplish much if sufficient steady. You can read excellent well. It is real cold.

Thine often infirmities. Come the soonest day possible. The

soonest time will be late enough. The then minister opposed the measure. The condition where I found him was truly bad. He was here last year, since when I have not seen him.

We should not be overcome totally by present events. He unaffectedly and forcibly spoke, and was heard attentively by the whole assembly. It cannot be impertinent or ridiculous, therefore, to remonstrate. Not only he found her employed but pleased and tranquil also. In the proper disposition of adverbs, the ear carefully requires to be consulted as well as the sense.

The women contributed all their rings and jewels voluntarily to assist the government. Having not known, or having not considered, the measure proposed, he failed of success. He was determined to invite back the king, and to call together his friends. Ask me never so much dowry.

CONJUNCTIONS.

RULE XXVII.—Conjunctions connect words, PHRASES, OR PROPOSITIONS; as, “He *and* I must go; *but* you may stay.”

RULE 1.—Conjunctions connect the same moods and tenses of verbs, and cases of nouns and pronouns; as, “Do good, and seek peace.”—“Honor thy father and mother.”

Obs. 1 When conjunctions connect different moods and tenses, or when a contrast is stated with *but*, *not*, *though*, &c., the nominative is generally repeated; as, “He may return, *but* he will not remain.”

Obs. 2. The relative after *than*, is usually in the objective case; as, “Alfred, *than* whom, &c.

Many Grammarians consider *than* in such cases a preposition.

Obs. 3. After verbs of *doubting*, *fearing*, *daring*, the conjunction *that* should be used, and not *lest*, *but*, *but that*, as, “They feared *that* (not *lest*) he would die.”

Obs. 4. In the compound tenses, verbs connected in the same tense have the auxiliary expressed with the first, and understood to the rest; as, “John can read, write, and spell.” When

different tenses are connected, the auxiliary must always be expressed, as, "He *has* come, but he *will* not stay."

RULE 2.—Certain words in the antecedent member of a sentence, require corresponding connectives in the subsequent one: thus,

1. In clauses or words simply connected—

Both — requires *and*; as, "Both he and I came."

Either — or; as, "Either he or I will come."

Neither — nor; as, "Neither he nor I came."

Whether — or; as, "Whether he or I came."

Though — yet; as, "Though he slay me, yet will I trust in him."

Not only — but also; as, "Not only he, but also his brother goes."

2. In clauses connected so as to imply comparison—

The *comparative degree* requires *than*; as, "He is taller than I am."

Other requires *than*; as, "It is no other than he."

Else — than; as, "What else do you expect than this?"

As — as (expressing *equality*); as, "He is as tall as I am."

As — so (expressing *equality*); as, "As thy day is, so shall thy strength be."

So — as (with a negative, expressing *inequality*); as, "He is not so learned as his brother."

So — that (expressing *consequence*); as, "He is so weak, that he cannot walk."

Such — as (expressing *similarity*); as, "He, or such as he."

NOTE.—*As* and *so*, in the members of a comparison, are sometimes adverbs.

RULE 3.—When a subsequent clause, or part of a sentence, is common to two different but connected antecedent clauses, it must be equally applicable to both; as, "That work always has been, and always will be, admired."

He tells and acts well. If he say it, and does it, I am content. Give him the book, and is well, give him the letter. My father has read the book, and will return it to-morrow. James and me run all the way. That is a small matter between you and I. Him and I are great friends, and so are Mary and me. Nobody knows that better than her and me.

He will not do it himself, nor let another do it for him.

Though he slay me, so will I trust in him. That is so far as I am able to go. This book is equally good as that one. Nothing is so bad as it can not be worse. He was not only diligent, but successful in his studies. It is neither cold or hot.

James writes better as I do. There were more besides him engaged in that business. No more but two can play at this game. The days are longer in summer besides they are in winter. Has James no other book but this? This is such conduct that I did not expect. It can be no other but he. They had no other book except this one. I would rather read as write. He had no sooner done the mischief but he repented.

He always has, and he always will, be punctual. James is taller, but not so strong as his brother. His book is not so good, though larger than I expected. This house is larger, but not so convenient as that one. I ever have, and I ever will say so. "He depends and confides in me," is as correct as, "He confides and depends upon me." I am older, but not so feeble as Thomas. Warm weather is pleasant, but not so bracing as cold. Iron is more useful, but not so valuable as gold or silver.

RULE XXVIII.—Interjections have no grammatical connection with the other words in a sentence.

After interjections, pronouns of the first person are commonly in the objective case; those of the second, in the nominative; as, "Ah me!"—"O thou!"

In neither of these, however, does the case depend on the interjection. The objective is commonly thought to be governed by a word understood; thus, "Ah (*pity*) me!"—"Ah (*what will become of*) me!" The nominative is commonly the nominative of the person addressed.

Oh is used to express the emotion of *pain, sorrow, or surprise*. *O* is used to express *wishing, exclamation, or a direct address to a person*.

GENERAL RULES.

RULE XXIX.—In every sentence, the words

employed, and the order in which they are arranged, should be such as clearly and properly to express the idea intended; and, at the same time, all the parts of the sentence should correspond, and a regular and dependent construction be observed throughout.

Among the evils to be guarded against under this Rule, are the following :

1. The use of words which do not correctly or properly convey the idea intended, or which convey another with equal propriety.
2. The arrangement of words or clauses in such a way that their relation to other words and clauses is doubtful, or difficult to be perceived.
3. The separating of adjuncts from their principals, and placing them so that they may be joined to words to which they do not belong.
4. The separating of relative clauses improperly from their antecedents.
5. Using injudiciously, or too frequently, the third personal or possessive pronoun, especially in indirect discourse.

EXERCISES.

The Greeks fearing to be surrounded on all sides, wheeled about, and halted with the river on their back.

Parmenio had served, with great fidelity, Philip, the father of Alexander, as well as himself, for whom he first opened the way into Asia. Lost, a new umbrella belonging to a gentleman with a curiously carved ivory head. Claudius was canonized among the gods, who scarcely deserved the name of man. A farmer went to a lawyer and told him that his bull had gored his ox.

RULE XXX.—An Ellipsis, or omission of words is admissable, when they can be supplied by the mind with such certainty and

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readiness as not to obscure the sense. Thus,

Instead of saying, "He was a learned man, and he was a wise man, and he was a good man;" we say, "He was a learned, wise, and good man."

EXERCISE.

He had an affectionate father and an affectionate mother. You may read, or you may write, as you please. Will you study, or will you not study? I have been at London, and I have seen the queen. A house and a garden. He would neither go, nor would he send.

It is six o'clock; we may study till seven. We have [done it, but you have not. John will read, and Thomas write letters. This apple is larger than that, but not so sweet. Give this apple to James, that to Robert, and the other to Mary. I have heard and read much about William III., and the Revolution. "Sun, stand thou still upon Gibeon; and thou, Moon, in the valley of Ajalon."

RULE XXXI.—An Ellipsis is not allowable, when it would obscure the sentence, weaken its force, or be attended with an impropriety; for example,—

"We speak *that* we do know, and testify *that* we have seen," should be, "We know *that which* we do know, and testify *that which* we have seen."

EXERCISES.

Cicero made orations, both on public and private occasions. He is the most diligent scholar I ever knew. Thou hast that is thine. Thine the kingdom, the power, and the glory. Depart in peace, be ye warmed, clothed, and filled. I gladly shunned who gladly fled from me. That is the best can be said of him. He has a house and orchard. We must all go the way we shall not return.

RULE XXXII.—All the parts of a sentence

should correspond to each other, and a regular and dependent construction throughout be carefully preserved. For example, the sentence, "He was more beloved, but not so much admired, as Cinthio," is inaccurate; because *more* requires *than* after it, which is nowhere found in the sentence. *It should be*, He was more beloved *than* Cinthio, but not so much admired.

A proper choice of words and a perspicuous arrangement should be carefully attended to.

EXERCISES.

The reward is his due, and it has already, or will hereafter be given to him. He was guided by interests always different, sometimes contrary to those of the community. The intentions of some of these philosophers, nay of many, might and probably were good. No person was ever so perplexed, or sustained the mortification as he has done to-day. He was more bold and active, but not so wise and studious as his companion. Then said they unto him, what shall we do that we might work the works of God? Sincerity is as valuable, and even more valuable, than knowledge. The greatest masters of critical learning differ among one another.

But from this dreary period the recovery of the empire was become desperate; no wisdom could obviate its decadence. He was at one time thought to be a suppositious child.

AMBIGUITY.

You suppose him younger than I.

This may mean, either that you suppose him younger than *I am*, or that you suppose him to be younger than I suppose him to be.

Parmenio had served with great fidelity, Philip, the father of Alexander, as well as

himself, for whom he first opened the way into Asia.

Here we are apt to suppose that the word *himself* refers to Parmenio, and means that he had not only served *Philip*, but he had served *himself* at the same time. This, however, is not the meaning of the passage. If we arrange it thus, the meaning will appear. "Parmenio had not only served Philip the father of Alexander with great fidelity, but he had served *Alexander himself*, and was the first that opened a way for him into Asia."

Belisarius was general of all the forces under the emperor Justinian the First, a man of rare valour.

Who was a man of rare valour? The *emperor Justinian* we should suppose, from the arrangement of the words; but this is not the case, for it was *Belisarius*. The sentence should have stood thus, "Belisarius, a man of rare valour, was general of all the forces under the emperor Justinian the First."

Lisias promised to his father never to abandon his friends.

Whether were they his own friends or his *father's* whom Lisias promised never to abandon? If his *own*, it should be, Lisias promised and said to his father, I will never abandon *my friends*. If his *fathers*, it should be, Lisias promised and said to his father, I will never abandon *your friends*.

Give the construction and phrasing of twenty-five or thirty different passages, and two or three pages of derivation.

IMPROPER EXPRESSIONS.

My every hope, *should be*
 Frequent opportunity.
 Who finds him in money?
 He put it in his pocket.
 No less than fifty persons.
 The two first steps are new.

All my hopes.
Frequent opportunities.
 Who finds him money?
 He put it into his pocket.
No fewer than fifty persons.
The first two steps are new.

All over the country.
 Be that as it will.
 About two years back.
 He was to come at this day.
 They retreated back.
 It lays on the table.
 I turned them topsy turvy.
 I catch'd it.
 How does thee do?
 Overseer over his house.
 Opposite the church.
 Provisions were plenty.
 A new pair of gloves.
 A young beautiful woman.
 Where do you come from?
 Where are you going?
 For such another fault.
 Of consequence.
 Having not considered it.
 I had rather not.
 I'd as lief.
 For good and all.
 This here house, said I.
 Where is it? says I, to him.
 I propose to visit them.
 He spoke contemptibly of me.
 It is apparent.
 In its primary sense.
 I heard them *pro & con*.
 I an't hungry.
 I want a scissors.
 A new pair of shoes.
 I saw him some ten years ago,
 I met in with him.
 The subject matter.
 I add one more reason.

Over all the country.
Be that as it may.
About two years ago.
He was to come this day.
They retreated.
It lies on the table.
I overset them.
I caught it.
How dost thou do?
Overseer of his house.
Opposite to the church.
Provisions were plentiful.
A pair of new gloves.
A beautiful young woman.
Whence do you come?
Whither are you going?
For another such fault.
Consequently.
Not having considered it.
I would rather not.
I would as soon.
Totally and completely.
This house, said I.
Where is it? said I, to him.
I purpose to visit them.
He spoke contemptuously of me.
It is obvious.
In its primitive sense.
I heard both sides.
I am not hungry.
I want a pair of scissors.
A pair of new shoes.
I saw him ten years ago.
I met with him.
The subject.
I add one reason more.

Do you mind how many chapters are in Job?—*remember.*
 His public character is undeniable—*unexceptionable.*
 The wool is cheaper; —but the cloth is as dear as ever—omit
 the in both places.
 They gained five shillings the piece by it—*a piece.*
 It is not worth a sixpence—*sixpence.*
 A letter conceived in the following words—*expressed.*
 He is much difficulted—*at a loss, puzzled.*

He behaved in a very gentlemanly manner—*gentleman-like*.
 The poor boy was ill-guided—*ill-used*.
 There was a great many company—*much company*.
 A momentuous circumstance—*momentous*.
 You will some day repent it—*one day* repent of it.
 Several were of that opinion—*Several*, i. e. several persons.
 He did it in an overly manner—in a *careless*.
 He does every thing pointedly—*exactly*.
 An honest like man—*A tall good-looking man*.
 At the expiry of his lease—*expiration*.
 If I had ever so much in my offer—*choice*.
 Have you any word to your brother?—*message*.
 The cock is a noisy beast—*fowl*.
 Are you acquaint with him?—*acquainted*.
 Were you crying on me?—*calling*.
 Direct your letters to me at Mr. B.'s, Edinburgh—*Address*.
 He and I never cast out—*never quarrel*.
 He took a fever—*was seized with a fever*.
 He was lost in the river—*drowned* (if the body was got.)
 That militates against your doctrine—*operates*.
 If I am not mistaken—*If I mistake not*.
 You may lay your account with opposition—*You may expect*.
 He proposes to buy an estate—*purposes*.
 He plead his own cause—*pleaded*.
 Have ye plenished your house?—*furnished*.
 I shall notice a few particulars—*mention*.
 I think much shame—*I am ashamed*.
 Will I help you to a bit of beef?—*Shall*.
 They wared their money to advantage—*laid out*.
 Will we see you next week?—*Shall*.
 She thinks long to see him—*She longs to see him*.
 It is not much worth—*It is not worth much*.

Tautology, or the repetition of a thought or word, already fully expressed, is improper.

EXAMPLE.

The † *latter end* of that man shall be peace.
 Whenever I try to improve, I † *always* find I can do it.
 I saw it in *here*—I saw it *here*.
 He was † *in here* yesterday when I spoke to him.
 Give me *both of them* books—Give me *both those* books.
 They *both met*—They met.

I *never* fail to read, *whenever* I can get a book---*when*.
 You must *return* † *back* immediately.
First of all I shall say my lesson---*First* I shall say, &c:
Before I do that, I must † *first* finish this.
 He *plunged* † *down* into the water.
 Read from *here* to *there*---from *this* place to *that*.
Lift † *up* your book: He mentioned it † *over* again.
 This was the luckiest accident *of all* † *others*.
 I ran after him a little way; but soon returned † *back* † *again*.
 I cannot tell † *for why* he did it.
 Learn † *from hence* to study the Scriptures diligently.
Where shall I begin † *from* when I read.
 We must do this *last* † *of* † *all*. *Hence* † *therefore*, I say.
 I found nobody † *else but* him there.
 Smoke *ascends* † *up* into the clouds.
 We hastily *descended* † *down* from the mountain.
 He *raised* † *up* his arm to strike me.
 We were † *mutually* friendly to *each other*.
 It should † *ever* be your *constant* study to do good.
 As soon as I awoke I *rose* † *up* and dressed myself.
 I leave town in the † *latter end* of July.

¶ Avoid the following vulgar phrases:—Behoof, behest, fell to work, wherewithall, quoth he, do away, long winded, chalked out, pop out, must needs, got rid of, handed down, self-same, pell mell, that's your sort, tip him the wink, pitched upon.—*Subject matter* is a detestable phrase.—*Subject*.

Is he going to the school?— <i>to school</i> .	That here house--- <i>That house</i> .
He has got the cold— <i>a cold</i> .	Go and pull berries— <i>gather</i> .
Say the grace— <i>Say grace</i> .	Pull roses--- <i>Pluck</i> or <i>gather</i> .
I cannot go the day--- <i>to-day</i> .	To harry a nest--- <i>rob</i> .
A four square table--- <i>A square table</i> .	He begins to make rich--- <i>grow</i> .
He is cripple--- <i>lame</i> .	Mask the tea--- <i>Infuse</i> .
Get my big coat--- <i>great coat</i> .	I was maltreated--- <i>ill-used</i> .
Hard fish--- <i>Dried fish</i> .	He mants much--- <i>stammers</i> .
A novel fashion--- <i>new</i> .	I see'd him yesterday--- <i>saw</i> .
He is too precipitant--- <i>hasty</i> .	A house to let--- <i>to be let</i> .
Roasted cheese--- <i>Toasted</i> .	Did you tell upon him--- <i>inform</i> .
	Come here--- <i>hither</i> .
	A house to sell--- <i>to be sold</i> .

† The word immediately after the dagger is to be omitted, because it is superfluous.

* These if the person has them in his hand.

*Improper.**Proper.*I *an't*; you *an't*; he *an't*, &c.

I am not; you are not; he is not, &c.

Any manner of means.

Any means.

He was walking *back and forth*. — backward and forward.His argument was *based* on this fact. His argument was founded on this fact.The money was *ordered paid*.

The money was ordered to be paid.

I *calculate* to leave town soon.

I intend to leave town soon.

A *chunk* of bread.

A piece of bread.

A *clever* house.

A good house.

He *conducts* well.

He conducts himself well, respectably.

He is *considerable* of a scholar.

He is a pretty good scholar.

His farm was *convenient* to mine. His farm was contiguous to mine, close.He is a *decent* scholar, writer.

He is a pretty good scholar, writer.

Her situation was *distressing* — was extremely distressing. *to a degree*.A total *destitution* of capacity. A total want of capacity.The United States, or *either* of them. The United States, or any of them.*Equally as well*; as good, &c.

Equally well, or just as well, &c.

Mr. A — B —, Esq.

A — B —, Esq.

I *expect* he must have died long ago. I think he must have died, &c.These things are in a bad *fix*.

— in a bad state or condition.

Will you *fix* these things for me? Will you put these things in order for me?What do *folks* think of it?

What do people think of it?

Talents of the highest *grade*. Talents of the highest order.Do you love play? I *guess* I do. — there is no doubt of that.We may *hope* the assistance of God. We may hope for the assistance of God.A *horse colt*; a *mare colt*.

A colt; a filly.

It would *illy* accord.

It would ill accord.

When did you come *in* town?

When did you come into town?

A *lengthy* sermon, &c.

A long sermon, &c.

Why don't you strike *like* I do? — as I do, or like as I do?

PUNCTUATION.

Punctuation treats of the points and marks now used in writing.

The use of these points is to mark the division of a sentence, in order to show the meaning more clearly, and to serve as a guide in the pauses and inflections required in reading.

The principal marks used for this purpose are the following: the *comma* (,), the *semicolon* (;), the *colon* (:), the *period* (.), the *interrogation point* (?), the *exclamation point* (!), the *dash* (—), the *parenthesis* (), the *brackets* [].

With respect to the length of the pauses indicated by these marks, no very definite rule can be given—the same point in certain kinds of composition, and in certain positions, requiring sometimes a longer, and sometimes a shorter pause.

As a general rule, the comma marks the shortest pause; the semicolon, a pause double that of the comma; the colon, a pause double that of the semicolon; and the period, a pause still longer than that of the colon.

THE COMMA.

The comma is generally used in those parts of a sentence in which a short pause is required, and to mark a connection next in closeness to that which is unbroken.

SEMICOLON.

The semicolon is used to separate the parts of a sentence which are less closely connected than those which are separated by a comma, and more closely than those which are separated by the colon.

COLON.

The colon is used to divide a sentence into two or more parts, less connected than those which are separated by a semicolon, but not so independent as to require a period.

PERIOD.

Sentences which are complete in sense, and not connected in either meaning or grammatical construction, are separated

by a period ; thus, "Fear God. Honor the Queen. Have charity toward all men."

INTERROGATION.

A question is regarded as a complete sentence, and the interrogation point as equal to the period.

The note of interrogation is always put at the end of a *direct* question ; as, "What is truth ?" But the *indirect* question does not require the interrogation point ; as, "Pilate inquired what is truth."

OTHER CHARACTERS USED IN WRITING.

The dash (—) is used where the sentence breaks off abruptly ; also, to denote a significant pause—an unexpected turn in the sentiment—or that the first clause is common to all the rest, as in this definition.

The note of exclamation is used after expressions of sudden emotion of any kind ; also, in invocations or addresses ; as, "Eternity ! thou pleasing, dreadful thought." *Oh* has the mark immediately after it, or after the next word ; as, "Oh ! that he would come." But when *O* is used, the note is placed after some intervening words ; as, "O my friends !"

Parenthesis () includes a clause inserted in the body of a sentence, in order to some useful or necessary information of remark, but which may be omitted without injuring the construction of the sentence ; as, "Know ye not, brethren (for I speak to them that know the law), how that the law hath dominion over a man as long as he liveth." In reading, the parenthetic part is distinguished by a lowered or altered tone of voice. When the clause is short, and accords with the general tenor of the sentence, commas are now generally used instead of parentheses ; as,

"Thou sluggish power, if power thou be,
All destitute of energy."

The use of parenthesis should be avoided as much as possible.

Brackets [] are properly used to express a word or phrase interpolated for the purpose of explanation, correction, or supplying a deficiency in a sentence quoted or regarded as such, and which did not belong to the original composition ; thus, it is said "The wisest men [and it might be added, the best too] are not exempt from human frailty."

The apostrophe (') is used when a letter or letters are omitted; as, *e'er* for *ever*, *tho'* for *though*; or to mark the possessive case.

Quotation marks (" ") are put at the beginning and end of a passage from an author quoted in his own words, or to mark a passage regarded as a quotation.

The hyphen (-) is used to connect compound words which are not *permanent* compounds; as, *lap-dog*; also at the end of a line, to show that the rest of the word not completed is at the beginning of the next line.

Section (§) is used to divide a discourse or chapter into portions.

Paragraph (¶) was formerly used to denote a beginning of a new paragraph.

The brace (⎵) is used to connect words which have one common term, or three lines in poetry having the same rhyme, called a *triplet*.

Ellipsis (—) is used when some letters are omitted; as, *K—g* for *King*. Several asterisks are sometimes used for the same purpose; as, *K***g*.

The caret (^) is used to show that some word is either omitted or interlined.

The index (☞) is used to point out anything remarkable.

The vowel marks are: The diæresis (¨), on the last of two concurrent vowels, showing that they are not to be pronounced as a diphthong; the acute accent (´); the grave (`); the long sound sound (—); the short sound (˘).

The marks of reference are: The asterisk (*); the obelisk or dagger (†); the double dagger (‡); the parallels (||). Sometimes, also, the § and ¶. Also small letters or figures which refer to notes at the foot of the page.

FIGURES.

A **FIGURE**, in grammar, is some deviation from the *ordinary* form, or *construction*, or *application* of words in a sentence for the purpose of greater precision, variety, or elegance of expression.

There are three kinds of Figures ; viz, of *Etymology*, of *Syntax*, and of *Rhetoric*. The first and the second refer to the *form* of words, or to their *construction* ; and the last to their *application*.

FIGURES OF ETYMOLOGY.

A Figure of *Etymology* is a departure from the *usual* or *simple form* of words, merely.

Of these the most important are *eight*, viz ; *A-phæx-e-sis*, *Pros-the-sis*, *Syn-co-pe*, *A-poc-o-pe*, *Par-a-go-ge*, *Di-æx-e-sis*, *Syn-æx-e-sis*, and *Tme-sis*.

1. *Aphæresis* is the ellision of a syllable from the beginning of a word ; as, 'gainst, 'gan, 'bove, 'neath, for *against*, *began*, *above*, *beneath*.

2. *Prosthesis* is the prefixing of a syllable to a word ; as *adown*, *agoing*, &c, for *down going*, &c.

3. *Syncope* is the elision of a letter or syllable, usually a short one, from the middle of a word ; as, *med'cine*, *sp'rit*, *e'en*, for *medicine*, *spirit*, *even*.

4. *Apocope* is the ellision of a letter or syllable from the end of a word ; as, *tho'* for *though* ; *th'* for *the*.

5. *Paragoge* is the annexing of a syllable to the end of a word ; as, *deary* for *dear*.

6. *Diæresis* is the division of two concurrent vowels into different syllables usually marked thus (¨) on the second vowel ; as, *cööperate*, *æërial*.

7. *Synæresis* is the joining of two syllables into one, in either orthography or pronunciation ; as, *dost*, *seest*, for *do-est*, *se-est*, or *loved*, *learned*, pronounced in one syllable instead of two, *lov-ed*, *learn-ed*.

8. *Tmesis* is separating the parts of a compound word by an intervening term ; as, " *What time soever*"—" *On which side soever*"—" *To us ward*."

FIGURES OF SYNTAX.

A figure of *Syntax* is a deviation from the *usual construction* of words in a sentence, used for the sake of greater beauty or force.

Of these, the most important are *Ellipsis*, *Pleonasm*, *Syllepsis*, *Enallage*, *Hyperbaton*.

1. *Ellipsis* is the omission of a word or words necessary to the

full construction of a sentence, but not necessary to convey the idea intended. Such words are said to be understood; as, "The men, women, and children," for "The men, *the* women, and *the* children."

2. *Pleonasm* is the using of more words than are necessary to the full construction of a sentence, to give greater force or emphasis to the expression; as, "The *boy*, oh! where was *he*."

3. *Syllepsis* is an inferior species of personification, by which we conceive the sense of words otherwise than the words import, and construct them according to the sense conceived. Thus, of the sun, we say, "*He* shines"—of a ship, "*She* sails."

4. *Enallage* is the use of one part of speech for another, or of one modification of a word for another; as, an adjective for an adverb; thus, "They fall *successive*, and *successive* rise," for *successively*; the use of *we* and *you* in the plural, to denote an individual, &c.; the use of one case for another; as, "than *who*" for "than *whom*."

5. *Hyperbaton* is the transposition of words and clauses in a sentence, and to give variety, force, and vivacity to the composition; as, "Now *come we* to the last."—"A *man he* was to all the country dear."—"He wanders *earth* around."

FIGURES OF RHETORIC.

A Figure of *Rhetoric* is a deviation from the ordinary application of words in speech, to give animation, strength, and beauty to the composition. These figures are sometimes called *tropes*.

Of these, the most important are the following, viz:—

Personification,	Hyperbole,	Climax,
Simile,	Irony,	Exclamation,
Metaphor,	Metonymy,	Interrogation.
Allegory,	Synecdoche,	Paralepsis,
Vision,	Antithesis,	Apostrophe.

1. *Personification*, or *prosopopæia*, is that figure of speech by which we attribute life and action to inanimate objects; as, "*The sea* saw it and fled."

2. A *simile* expresses the resemblance that one object bears to another; as, "*He shall be like a tree* planted by the rivers of waters."

3. A *metaphor* is a simile without the sign (*like*, or *as*, &c.) of comparison; as, "*He shall be a tree* planted by, &c."

4. An *allegory* is a continuation of several metaphors, so con-

nected in sense as to form a kind of parable or fable. Thus, the people of Israel are represented under the image of a vine : "*Thou hast brought a vine out of Egypt,*" &c. Ps. lxxx. 8-17. Of this style are Æsop's Fables, Bunyan's "*Pilgrim's Progress,*" &c.

5. *Vision, or imagery*, is a figure by which the speaker represents past events, or the objects of his imagination, as actually present to his senses ; as, "*Cæsar leaves Gaul, crosses the Rubicon, and enters Italy.*"---"*The combat thickens ; on, ye braves !*"

6. An *hyperbole* is a figure that represents things as greater or less, better or worse, than they really are. Thus, David says of Saul and Jonathan, "*They were swifter than eagles, they were stronger than lions.*"

7. *Irony* is a figure by which we mean quite the contrary of what we say ; as, when Elijah said to the worshippers of Baal, "*Cry aloud for he is a god,*" &c.

8. A *metonymy* is a figure by which we put the cause for the effect, or the effect for the cause ; as, when we say, "*He reads Milton,*" we mean *Milton's works*. "*Gray hairs* should be respected,"---that is, *old age*.

9. *Synecdoche* is the putting of a part for the whole, or the whole for a part, a definite number for an indefinite, &c.; as, *the waves* for *the sea*, *the head* for *the person*, and *ten thousand* for any great number. This figure is nearly allied to *metonymy*.

10. *Antithesis, or contrast*, is a figure by which different or contrary objects are contrasted, to make them show one another to advantage. Thus, Solomon contrasts the timidity of the wicked with the courage of the righteous, when he says, "*The wicked flee when no man pursueth, but the righteous are bold as a lion.*"

11. *Climax, or amplification*, is the heightening of all the circumstances of an object or action which we wish to place in a strong light ; as, "*Who shall separate us from the love of Christ ? Shall tribulation, or distress, or persecution, or famine, or nakedness, or peril, or sword ?*" Nay," &c. See also Rom. viii. 38, 39.

12. *Exclamation* is a figure by which we express some strong emotion of the mind ; as, "*Oh ! the depth of the riches both of the wisdom and the knowledge of God.*"

13. *Interrogation* is a figure by which we express the emotion of our mind, and enliven our discourse, by proposing questions ; thus, "*Hath the Lord said it ? and shall he not do it ? Hath he spoke it ; and shall he not make it good ?*"

14. *Paralepsis*, or *omision*, is a figure by which the speaker pretends to conceal what he is really declaring and strongly enforcing; as, "Horatius was once a-very promising young gentleman, but in process of time he become so addicted to gaming, *not to mention his drunkenness and debauchery*, that he soon exhausted his estate, and ruined his constitution."

15. *Apostrophe* is a turning off from the subject to address some other person or thing; as, "*Death is swallowed up in victory. O Death, where is thy sting?*"

Besides the deviations from the usual form and construction of words, noted under the figures of Etymology and Syntax, there are still others, which can not be classed under proper heads, and which, from being used mostly in poetic composition, are commonly called—

POETIC LICENSES.

These are such as the following :—

1. In poetry, words, idioms, and phrases, are often used, which would be inadmissible in prose; as—

"A man he was to all the country dear,
And *passing* rich with forty pounds a year."

"By fountain clear, or spangled starlight *sheen*."

"Shall I receive by gift, what of my own,
When and where *likes me* best, I can command?"

"Thy voice we hear, and thy *behests* obey."

"The *whiles*, the vaulted shrine around,
Seraphic wires were heard to sound."

"On the first friendly bank he *throws him* down."

"I'll seek the solitude he sought,
And *stretch me* where he lay."

"Not Hector's *self* should want an equal foe."

2. More violent and peculiar ellipses are allowable in poetry than prose; as---

"*Suffice*, to-night, these orders to obey."

"*Time* is our tedious song should here have ending."

"For is there aught in sleep *can* charm the wise?"

"'Tis Fancy, in her fiery car,
Transports me to the thickest war."

" *Who* never fasts, no banquet e'er enjoys."

" Bliss is the same in subject as in king,
In who obtain defence, or who defend."

3. In poetry, adjectives are often elegantly connected with nouns which they do not strictly qualify ; as—

"The *ploughman* homeward plods his *weary* way."

"The *tenants* of the *warbling* shade."

"And *drowsy* tinklings lull the distant *folds*."

4. The rules of grammar are often violated by the poets. A noun and its pronoun are often used in reference to the same verbs ; as---

"*It* ceased, the melancholy *sound*."

"My *banks* *they* are furnished with bees."

5. An adverb is often admitted between the verb and *to*, the sign of the infinitive ; as---

"To sit on rocks, to muse o'er flood and fell ;
 To *slowly* trace the forest's shady scenes."

6. A common poetic license consists in employing *or* and *nor* instead of *either* and *neither* ; as---

—————"And first
 Or on the listed plain, or stormy sea."

"Nor grief nor fear shall break my rest."

7. Intransitive verbs are often made transitive, and adjectives used like abstract nouns ; as---

"The lightnings *flash* a larger curve."

COMPOSITION.

DESCRIPTION.—*Result of Perception.*

EXERCISE I. SIGHT.

DIRECTION.—Place an object before you. Examine it carefully by your sense of sight. You must neither touch, taste, nor smell it. Then write what you have learned by sight.

Model. A piece of sealing-wax.

This piece of sealing-wax is about four inches long, half an inch broad, and a quarter of an inch in thickness. It is of a very bright red, and stamped with the name of the manufacturer. Its surface shines like glass, so that I suppose it is smooth, though I cannot be sure of this without touching it. One end is rough as if broken, and the other is smoked from having been in the flame of a candle.

Describe in a similar manner the following objects :

A book.	An inkstand.	A chair.
A penknife.	A sheet of paper.	A looking glass.

EXERCISE II. TASTE.

DIRECTION.—Taste the object and write the result.

Model. A cup of tea.

The substance in the cup is called tea, though, properly speaking, it is only an infusion of the leaves of that plant. Its taste is peculiar but pleasant. It is naturally somewhat bitter, but the sugar prevents it from being unpleasantly so. The flavor is aromatic and agreeable.

Objects to be described :

Onion.	Honey.	Cinnamon.
Potato.	Orange.	Strawberries.
Lemon.	Coffee.	Apples.
Vinegar.	Liquorice.	Cheese.

EXERCISE III. SMELL.

DIRECTION.—Exercise the sense of smell and write the result.

Model. A full blown rose.

This beautiful flower is called the rose. Its buds are gradually opening, and from each proceeds a most delightful odor. The essence which is extracted from the rose-leaves forms a fragrant scent termed otto of roses.

Objects to be described.

Violet.	Lilac.	Burnt-feather.
Boxberry.	Cologne.	Tansy.
Orange.	Strawberry.	Hartshorn.
Pine-apple.	Geranium.	Wormwood.

EXERCISE IV. FEELING.

DIRECTION.—With eyes shut; touch the object, and write the result.

Model. An octavo volume.

I perceive by feeling, that this book is about ten inches long, six broad, and three in thickness.

The book is smooth and hard with ornaments on the back. I think it has been near the fire for it feels somewhat warm.

Objects to be described :

Door.	Hair-glove.	A Shilling.
Sponge.	Marble.	Wollen cloth.
Bread	Paper.	Spectacles.
A bell.	Silk.	Soap.

EXERCISE V. HEARING.

DIRECTION.—Strike the object, or listen to its natural sounds, and describe them.

Model.

Last night I listened to the wind. Sometimes it whined like a dog, then it gave a sort of a shrill whistle. That was followed by a hollow moaning, and then there was a loud rush like a waterfall. This ceased, and afterwards there was a mixture of whistling and hissing. At last it died away in gentle murmurs.

Objects to be described :

A fife.	The sea.	Singing of birds.
A violin.	Trees.	A choir.
A trumpet.	Thunder.	Bells
A drum.	Hail	Sounds in a street.

EXERCISE VI. ALL THE SENSES.

DIRECTION.—Place the object before you, examine it carefully by your senses in turn. Then write down the information which each organ has given you. Finish what you have learned from one sense before you proceed to the next.

Model. A pencil.

1. My eyes tell me that the pencil is about five inches long, and a quarter of an inch in thickness. Its shape is round like a pillar, quite flat at one end, and tapering to a point at the other. Its color is a beautiful light brown with dark streaks. It is at present lying on a sheet of white paper, with an old pen on one side, and a short piece of red sealing wax on the other.

2. By feeling I perceive its shape to be exactly what my eyes communicated. But I ascertain something which my eyes could not tell; namely, that the pencil is as hard as this sealing wax. It is smooth on one side and rough on the other.

3. When I put it to my nostrils, I perceive that it has a very slight pleasant odor, like that of cedar wood.

4. The taste is sweetish. 5. It utters no sound.

Objects to be described.

A piece of money.	An apple.	A thistle.
An orange.	A shell.	A pen.
A watch.	A lemon.	A ball.
A flower.	A book.	A clock.

EXERCISE VII. STATEMENTS AND EXPERIMENTS.

DIRECTION.—Place an object before you. Try it by your own senses as before; then make experiments on it, and write down the result.

Model. A piece of India rubber.

This piece of India-rubber, or caoutchouc, is three inches

long, two broad, and one thick. It is, in shape, a sort of solid oblong. Its color is nearly black, with whitish or grayish parts in the middle, while some portions of it seem somewhat brown. Its smell is strong and somewhat disagreeable. It has no peculiar taste, though some boys are fond of chewing it. I shall now make some *experiments* with it. While I hold one end, you must pull out the other. When you let go, it returns to its former shape. Then I find it is *elastic*. Next I put a small piece into the flame of a candle, and I perceive it takes fire very readily, burning with a brilliant light, white at the bottom, and red at the top, emitting a considerable quantity of black smoke. I therefore ascertain that it is *flammable*. By putting it into water, I perceive it floats, so its specific gravity must be less than that of water. I further observe that it does not diminish its bulk, from which I infer that it is *insoluble* in water. I have been informed, however, that tar will dissolve it. I have found it very useful in rubbing out pencil marks.

Things to be described.

1. Small piece of glass.

QUALITIES, *as proved by the senses*. Size. Shape. Color. Weight. Hardness. Smell. Taste.

Experiments. By breaking, marking, &c.

2. Coal.

QUALITIES, *as proved by the senses*. Size. Shape. Color. Weight.

Experiments. With water, with fire, with a hammer.

3. A sheet of paper.

QUALITIES. Size. Shape, &c.

Experiments. With water, with fire, with paint, with pencil, with ink.

4. Sealing-wax.

QUALITIES. Shape. Size. Color. Weight, &c.

Experiments. With flame, with water, &c.

EXERCISE VIII. SOURCES OF THINGS.

DIRECTION. Place an object before you. Think of its origin,

or from what source it came. If you do not know, ask your teacher or consult a book. Then put down all that you have heard. You may then add an account of its appearances, qualities, &c. Your description may conclude with some experiments.

Model. A piece of lead

The substance before me is a metal called lead. I procured this piece at the plumber's, and he bought it of the owner of the lead works. Lead is obtained there by melting the ore, which is dug out of mines by men employed for that purpose. Lead is bluish white, very bright when cut or newly melted, but it becomes dull and dim after it has been in the air for some time. It has no taste, but if you rub it, you will perceive a slight smell. It is very soft, and may be hammered into thin plates. It is easily melted, as you may prove by putting a piece into the fire.

Objects to be described.

1. A piece of lead.

Suggestions. Baker, oven, flour, miller, mill, stream, horses water, farmer, ground, plough, harrow, horses, men, sun, rain, harvest, thrashing, winnowing, soft, white, sweet, wholesome nutritious.

2. A coat.

Suggestions. Tailor, cloth, merchant, manufacturer, wool, dying, spinning, weaving, wool-grower, sheep-washing, shearing. Shape, color, quality, &c.

3. Sugar.

Suggestions. Grocer, merchant, ship, sailors, oven; West Indies, plantation, negroes, sugar-cane; refined. Shape, color, size, smell, taste, &c.

4. Paper.

Suggestions. Stationers, paper-maker's mill, water or steam, rags, boiling, sizing, &c., rag-merchant, linen, flax plant, mode of preparation, &c. Shape, color, size, smell, taste, &c.

EXERCISE IX. USES OF THINGS.

DIRECTION.—Place the object before you, and think for what purpose it is usually employed. If you do not know, ask your teacher, or consult a book.

Model. A piece of lead.

This metal is of very great use. Water pipes, cisterns, and roofs of houses are made of it. Chemists form two substances out of it, called red and white lead, both of which are poisonous. If we mix it with tin, the result is that useful compound called pewter, of which some table spoons are made. When blended with antimony, it affords a composition from which printers' types are cast.

Mention the uses of the following objects.

Iron and steel.	Gold.	Sheep.
Wood	Leather.	Silver.
Mahogany.	Cotton Cloth.	Water.
Glass.	Cows.	Steam-engine.

EXERCISE X. PARTS OF THINGS.

DIRECTION.—Place the object before you. Inquire how it came there, say where you bought it, whence the merchant procured it, &c. Tell whether it is natural or artificial, simple or compound, &c.

Model. A pen-knife.

There is a pen-knife on the table before me. I bought it at the cutler's. He either made it himself, or procured it of the manufacturer. It consists of two parts, each formed of a different substance. The handle is of horn, probably that of a stag. It is of a brown color, rough and hard. It has several small rivets in it for the purpose of holding its sides together. On one side there is a small plate on which the owner's name may be engraved. The second substance is steel, of which the blade is composed. Steel is an artificial metal, the result of iron prepared with charcoal. It is very hard and smooth. When properly tempered, it makes very sharp blades.

Practice according to the Direction and Model.

1. A room.

Suggestions. Floor-boards, carpet-maker, pattern, color, texture, size, shape, binding, author, printer, book-binder, book-seller.

3. A house.

Suggestions. Foundation, wall, roof, floors, doors, windows, stairs, chimneys, wood-work, plastering, painting, papering. What are the handicrafts employed in making a house?

4. A fire-place.

5. An ink-stand.

EXERCISE XI.

The following directions may afford some aid to the learner in his efforts at composition.

1. A subject should be selected on which the writer has some definite knowledge, and which is not beyond his power of comprehension.

2. The writer should *think long* and *patiently* on his subject before attempting to compose.

3. When the subject admits of it, he should form a plan and make such divisions as will enable him to examine every part separately, something like the following example.

EXAMPLE.

Subject.—Children should render obedience and love to their parents.

1. Because they are under obligations to their parents for benefits received from them.

2. Because in this way they secure their own happiness.

3. Because God has commanded them to honor their parents. Sometimes merely the heads of an essay or subject are presented as a skeleton of the whole ; as follow :

Subject.—Independence.

1. The meaning of independence.

2. Its effect upon the character.

3. Its effect upon society.

4. The different kinds of independence.

5. The difference between independence and obstinacy.

EXERCISE XII.

Let a plan or skeleton be made out for the treatment of the following *subjects*:

Subjects.

Benevolence.	Industry
Power of conscience.	The love of praise.
Integrity.	Intemperance.
The observance of the Sabbath.	Education.
A fretful temper.	The love of knowledge.

After the subject has been selected, and methodized or planned, the following directions may be observed:

1. Examine the divisions separately, and under each division place such thoughts and no others, as properly belong to it.
2. Carefully analyze every sentence after it has been written, to see whether an improper or unnecessary words have been used and whether the sentence is grammatically correct.
3. After the essay or composition has been once written, begin anew and re-write every sentence, and inquire at each, whether some different expressions would not be more clear and forcible, keeping in mind that almost every thought may be expressed in a variety of ways.
4. Attend carefully to spelling, pointing and capitals.

EXERCISE XIII. VARIETY OF EXPRESSION.

The same idea may be expressed in different ways; and it will be both useful and entertaining for the learner to practice such exercises as the following:

Model.

The soul is immortal.

The same idea may be expressed in different ways.

The soul will never die.
 The soul will never cease to exist.
 The soul will live forever.
 The soul is destined to an endless existence.

Sentences for Practice.

A wise son maketh a glad father. A-foolish son is the heaviness of (cause of sorrow to) his mother.

When we have finished our work, we will play.

After dinner we will walk in the field.

Intemperance is ruinous to the mind as well as to the body.

A wolf let into the sheepfold will devour the sheep.

True religion teaches us to be gentle and affable.

My friend died last night, without a struggle or a groan.

RHETORICAL DIVISIONS OF A DISCOURSE.

The principal parts of a discourse are generally six in number, viz., the Exordium, the Narration, the Proposition, the Confirmation, the Refutation, and the Peroration.

The *Exordium*, or beginning of a discourse, is the part in which the writer or speaker gives some intimation of his subject, and solicits the favor and attention of his audience or readers.

The *Narration* is a brief recital of all the facts connected with the case, from beginning to end.

The *Proposition* is the part in which is given the true state of the question, specifying the points maintained, and those in which the writer or speaker differs from his adversary.

The *Confirmation* assembles all the proofs and arguments that can be adduced in support of what has been attempted to be established. The stronger begin and end this part, and the weaker are reserved for the middle.

The *Refutation* is the part in which the writer or speaker answers the arguments and objects of his opponent.

In the *Peroration* or Conclusion, he sums up the principal arguments, and endeavors to excite the passions of his reader or hearer in his favor.

PROSODY.

PROSODY is that part of Grammar which teaches the true pronunciation of words; comprising *Accent*, *Quantity*, *Emphasis*, *Pause*, and *Tone*, and the measure of *Verses*.

Accent is the laying of a greater force on one syllable of a word than another; as, *Surmount*.

The *Quantity* of a syllable is the time which is occupied in pronouncing it. Quantity is either long or short.

Emphasis is a remarkable stress laid upon certain words in a sentence, to distinguish them from the rest, by making the meaning more apparent; as, *Apply yourself more to acquire knowledge than to shew it.**

A *Pause* is either a total cessation or a short suspension of the voice, during a perceptible space of time; as, *Reading—makes a full-man; conference—a ready-man; and writing—an exact-man.*

Tone is a particular modification or inflection of the voice, suited to the sense; as, *How bright these glorious spirits shine !†*

VERSIFICATION.

Prose is language not restrained to harmonic sounds, or to a set number of syllables.

Verse or *Poetry* is language restrained to a certain number of long and short syllables in every line.

Verse is of *two kinds*; namely, *Rhyme* and *Blank verse*. When the last syllable of every two lines has the same sound, it is called *rhyme*; but when this is not the case, it is called *blank verse*.

* *Emphasis* should be made rather by *suspending* the voice a little *after* the emphatic word, than by striking it very forcibly, which is disagreeable to a good ear. A very short pause before it would render it still more emphatic; as, *Reading makes a—full—man.*

† *Accent* and *quantity* respect the pronunciation of words; *emphasis* and *pause* the meaning of the sentence; while *tone* refers to the feelings of the speaker.

*Feet** are the parts into which a verse is divided to see whether it has its just number of syllables or not.

Scanning is the measuring or dividing of a verse† into the several feet of which it is composed.

All feet consist of either *two* or *three* syllables, and are reducible to eight kinds; four of two syllables, and four of three, as follow :

DISSYLLABLES.

A trōchēe; as lōvely.‡
 An aīmbus; becāme.
 A spondee; vāin mān.
 A pyrrhic; ōn ā (bank.)

TRISSYLLABLES.

A dactyle; as, prōbābly.
 An amphibrach; dōmēstic.
 An anapaest; mīsīmprōve.
 A tribrach; (com)fōrātly.

The feet most common in use are Iambic, Trochaic, and Anapaestic.

IAMBIC MEASURE.

Iambic measure is adapted to serious subjects, and comprises verses of several kinds; such as,

1. Of four syllables, or two feet; as,

With rāv-īsh'd ēars,
 Thē mōn-ārch hēars.

It sometimes has an additional short syllable, making what is called a double ending; as,

Upōn-ā mōūntāin,
 Bēsīde-ā tōūn-tāin.

2. Of three iambics, or six syllables; as,

Alōft - īn āw - fūl stāte,
 Thē gōd --like hē - rō sāt.

Our hearts - no long - er lan—guish. An additional syllable.

* So called from the resemblance which the movement of the tongue in reading verse, bears to the motion of the feet in walking.

† A single line is called a verse. In *rhyme* two lines are called a *couplet*, and three ending with the same sound a *triplet*.

‡ The marks over the vowels show that a *trochee* consists of a *long* and a *short* syllable, and the *iambic* of a *short* and a *long*, &c.

§ In scanning verses, every *accented* syllable is called a *long* syllable; even although the sound of the vowel in pronunciation be *short*. Thus the first syllable in *ravish'd* is in scanning called a *long* syllable, although the vowel *a* is *short*. By *long* then is meant an *accented* syllable; and by *short*, an *unaccented* syllable.

3. Of eight syllables, or four iambic feet ; as,

And māy - āt lāst - my wēa - ry āge,
Find ōut - thē pēace - fūl hēr - mītāge.

4. Of ten syllables, or five feet ; called hexameter, heroic, or tragic verses ; as,


Thē stārs - shāll fādē - āwāy, - thē sūn - hīmsēlf
Grōw dīm - with āge, - ānd nā - tūre sīnk - īn yēars.

Sometimes the last line of a couplet is stretched out to twelve syllables, or six feet, and then it is called an Alexandrine verse ; as,

Fōr thēē - thē lānd - īn frā - grānt flōw'rs - īs drēst ;
Fōr thēē - thē ō-ceān smīles, - ānd smōōthes - hēr wā-vy bre st.

5. Of verses containing alternately four and three feet ; this is the measure commonly used in psalms and hymns ; as,

Lēt sāints - bēlōw, - with swēēt - āccōrd,
Unite - with thōse - ābōve,
In sō - lōmn lāys, - tō prāise - thēir kīng.
And sīng - hīs dy - īng lōve.

 Verses of this kind were anciently written in two lines, each containing fourteen syllables.

TROCHAIC MEASURE.

This measure is quick and lively, and comprises verses,

1. Some of one trochee and a long syllable, and some of two trochees ; as,

Tūmūlt - cēase.		On thē - mōūntāin,
Sīnk tō - pēace.		By ā - fōūntāin.

2. Of two feet or two trochees with an additional long syllable ; as ;

In thē - days ōf - - ōld,
Stōriēs - plāinly - - tōld.

3. Of three trochees, or three and an additional long syllable ; as,

Whēn ōur - hēarts āre - mōurnīng,
Lōvely - lāstīng - pēace ōf - - mīnd.
Swēēt dē - light ōf - hūmān - - kīnd

4. Of four trochees, or eight syllables ; as,

Nōw thē - drēadfūl - thundēr's- rōarīng !

5. Of six trochees, or twelve syllables ; as,

On ā - mōūntain, - strētch'd bē - nēath ā - hēary - willōw,
Lāy ā - shēphērd - swāin, ānd - viēw'd thē - rēarīng - billōw.

Those trochaic measures that are very uncommon have been omitted.

ANAPAESTIC MEASURE.

1. Of two anapaests, or two and an unaccented syllable ; as,

Būt hīs cōūr - āge 'gān fāil,
Fōr nō ārts - cōūld āvāil.

Or, Then his cour - age 'gan fail - - hīm,
For no arts - could avail - hīm.

2. Of three anapaests, or nine syllables ; as,

O yē wōōds - sprēad yōūr brānch - ēs āpāce,
Tō yōūr dēēp - ēst rēcēss - ēs I fly ;
I wōūld hīde - wīth thē brāsts - ōf thē chāse,
I wōūld vān - īsh frōm ēv - ēry eye.

Sometimes a syllable is retrenched from the first foot ; as

Yē shēp - hērds sō cheēr - fūl ānd gāy,
Whōse flōcks - nēvēr cāre - lēssly rōam.

3. Of four anapaests, or twelve syllables ; as,
 'Tis the vōice - ǒf the slūg-gārd ; I hear him cǒmplāin,
 Yōu hāve wāk'd - mē toō sōon, - I mūst slūm-bēr āgāin.
 Sometimes an additional short syllable is found at the end ; as,
 On the wārm-chēek ǒf yōuth, - smiles ānd rōs-ēs, āre blēnd-ing.

The preceding are the different kinds of the *Principal* feet, in their more simple forms ; but they are susceptible of numerous variations, by mixing them with one another, and with *Secondary* feet, the following lines may serve as an example :—[*Spon. Amph. &c.*, apply only to the first line.

SPON. AMPH. DACT. IAMB.
 Time shākes - the stablē - t' rānny - ǒf thrōnes, &c.
 Whēre is - to mōrrōw ? - in ānōth - ēr wōrld.
 Shē all - nīght lōng - hēr ām - ǒroūn dēs - cānt sūng.
 Innē - mēriblē - bēfore - th' Almīgh - ty's thrōne.
 That en - wēak wings - frōm fār - pūrsnēs - yōūr flīght.

ABBREVIATIONS.

LA TIN.		ENGLISH.
Ante Christum*	A. C.	Before Christ.
Artium Baccalaureus	A. B.	Bachelor of Arts (often B. A.)
Anno Domini	A. D.	In the year of our Lord.
Artium Magister	A. M.	Master of Arts.
Anno Mundi	A. M.	In the year of the world.
Ante Meridiem	A. M.	In the forenoon. [city—Rome
Anno Urbis Conditæ	A. U. C.	In the year after the building of the
Baccalaureus Divinitatis	B. D.	Bachelor of Divinity.
Custos Privati Sigilli	C. P. S.	Keeper of the Privy Seal.
Custos Sigilli	C. S.	Keeper of the Seal.
Doctor Divinitatis	D. D.	Doctor of Divinity.
Exempli gratia	e. g.	For example.
Regiæ Societatis Socius	R. S. S.	Fellow of the Royal Society.
Regiæ Societatis Anti-	R. S. A. S.	Fellow of the Royal Society of
quariorum Socius		Antiquaries.
Victoria Regina	V. R.	Victoria the Queen.
Id est	i. e.	That is. .
Jerusalemium Salvator	J. H. S.	Jesus the Saviour of Men.
Legum Doctor	L. L. D.	Doctor of Laws
Messieurs (<i>French</i>)	Messrs.	Gentlemen.
Medicinæ Doctor	M. D.	Doctor of Medicine.
Memoriæ Sacrum	M. S.	Sacred to the Memory of [or S. M.]
Nota Bene	N. B.	Note well ; take notice.
Post Meridiem	P. M.	In the afternoon.
Post Scriptum	P. S.	Postscript, something written after
Ultimo	Ult.	Last (month).
Etcetera	etc., &c.	And the rest ; and so forth.

* The Latin of these abbreviations is inserted, not to be got by heart, but to show the etymology of the English ; or explain, for instance, how P. M. comes to mean afternoon, &c.

A.	Answer, Alexander	L.C.J.	Lord Chief Justice
Acct.	Account	Knt.	Knight
Bart.	Baronet	K. G.	Knight of the Garter
Bp.	Bishop	K. B.	Knight of the Bath
Capt.	Captain	K.C.B.	Knt. Commander of the Bath
Col.	Colonel	K. C.	Knight of the Crescent.
Cr.	Creditor	K. P.	Knight of St. Patrick
Dr.	Debtor, Doctor	K. T.	Knight of the Thistle
Do. or Ditto,	The same	MS.	Manuscript
Viz.*	Namely	MSS.	Manuscripts
Q	Question, Queen	N. S.	New Style
R. N.	Royal Navy	O. S.	Old Style
Esq.	Esquire	J. P.	Justice of the Peace

CAPITALS.

Formerly every noun began with a capital letter, both in writing and printing; but at present only the following words begin with capital letters:—

1. The first word of every book, chapter, letter, note, or of any other piece of writing.

2. The first word after a period; also after a note of interrogation, or exclamation, when the sentence before, and the one after it, are independent of each other.

But if several interrogatory or exclamatory sentences are so connected, that the latter sentences depend on the former, all of them, except the first, may begin with a small letter; as, "How doth the city sit solitary, that was full of people! how are her habitations become as desolate! how has she become as a widow!

3. Proper names, titles of office or honor; as, *Prince Albert*, *General Napier*, *Judge Story*, *Sir Walter Scott*, *America*, *the Ottawa*, *Buchanan*, *Hope & Co.*, *King Street*, *Hamilton*.

4. The pronoun *I*, and the interjection *O*, are written in capitals.

5. The first word of every line in poetry.

* Contracted for *videlicet*.

6. The appellations of the Deity; as, *God, Most High, the Almighty, the Supreme Being, &c.*

7. Adjectives derived from the proper names of places; as, *Grecian, Roman, English, &c.*

8. The first word of a direct quotation, when the quotation would form a complete sentence by itself; as, "Always remember this ancient maxim, '*Know thyself.*'"

When a quotation is not introduced in the direct form, but follows a comma, the first word should not begin with a capital; as, "Solomon observes, that, '*pride goes before destruction.*'"

9. Common nouns when personified; as, "Come, gentle *Spring.*"

10. Every substantive and principal word in the titles of books; as, "*Euclid's Elements of Geometry;*" "*Goldsmith's Deserted Village.*"

Other words beside the preceding may begin with capitals, when they are remarkably emphatical, or the principal subject of the composition.

DIRECTIONS FOR SUPERSCRPTIONS, AND FORMS OF ADDRESS TO PERSONS OF EVERY RANK.

To the King's Most Excellent Majesty,—*Sire, or May it please your Majesty.*—Conclude a petition or speech with, *Your Majesty's most Loyal and Dutiful Subject.*

To the Queen's Most Excellent Majesty,—*Madam, or May it please your Majesty.*

To his Royal Highness, Frederic, Duke of York,—*May it please your Royal Highness.*

To his Royal Highness, the Duke of Kent,—*May it please your Royal Highness.*

In the same manner address any other of the Royal Family, *male or Female.*

NOBILITY.—To his Grace the Duke of —, † *My Lord Duke, Your Grace, or May it please Your Grace.*

* The superscription, or what is put on the outside of a letter is printed in Roman characters, and begins with *To*. The terms of address used either in beginning a letter, a petition, or verbal address are printed in *italic letters* immediately after the superscription.

† The blanks are to be filled up with the real name and title.

To the Most Noble the Marquis of —, *My Lord Marquis, Your Lordship.*

To the Right Honorable — Earl of —, — *My Lord, Your Lordship.*

To the Right Honorable Lord Viscount —, — *My Lord, Your Lordship.*

To the Right Honorable Baron —, — *My Lord, May it please Your Lordship.*

The wives of Nobleman have the same title with their husbands, thus :

To her Grace the Duchess of —, — *May it please Your Grace.*

To the Right Honorable Lady Ann Rose, — *My Lady, May it please your Ladyship.*

The titles of *Lord* and *Right Honorable* are given to all the sons of *Dukes* and *Marquises*, and to the eldest sons of *Earls* ; and the title of *Lady* and *Right Honorable* to all their daughters. The younger sons of *Earls* are all *Honorable* and *Esquires*.

The title, *Right Worshipful*, is given to the Sheriffs, Aldermen and Recorder of London, and *Worshipful* to the Aldermen and and Recorders of other Corporations, and to Justices of the Peace in England,—*Sir, Your Worship.*

The Clergy are all styled *Reverend*, except the Archbishops and Bishops, who have something additional ; thus,—

To his Grace the Archbishop of Canterbury ; or, To the *Most Reverend* Father in God, Charles, Lord Archbishop of Canterbury,—*My Lord, Your Grace.*

To the *Right Reverend* Father in God, John, Lord Bishop of —, *My Lord, Your Lordship.*

To the Very Rev. Dr. A. B., Dean of —, *Sir.* To the Rev. Mr. Desk ; or, To the Rev. John Desk.

The general address to Clergymen is, *Sir*, and when written to, *Reverend Sir.*—*Deans* and *Archdeacons* are usually styled *Very Reverend*, and called *Mr. Dean*, *Mr. Archdeacon*.

Address the principal of the University of Edinburgh, thus ; To the Very Rev. Dr. B., Principal of the University of Edinburgh. —*Doctor* : when written to, *Very Rev. Doctor.* The other Professors thus ; To Dr. D. R., Professor of Logic in the University of E,—*Doctor.* If a clergyman, say to the Rev. Dr. J. M., Professor of, &c.—*Reverend Doctor.*

Those who are not *Dr's.* are styled *Esquire*, but not *Mr.*, too ; thus, To J. P., Esq., Professor of Humanity in the University

of Edinburgh,—*Sir*. If he has a literary title, it may be added, thus, To J. P., Esq., A. M., Professor of, &c.

Magistrates, Barristers at Law or Advocates, and Members of Parliament, viz., of the House of Commons, (these last have *M. P.* after Esq.,) and all gentlemen in independent circumstances, are styled *Esquire*, and their wives *Mrs.*

Right Honorable is due to Earls, Viscounts, and Barons, and to all the members of his Majesty's Most Honorable Privy Council—To the Lord Mayor of *London, York, and Dublin*, and to the Lord Provost of *Edinburgh*, during the time they are in *office*—To the Speaker of the House of Commons,—To the Lords Commissioners of the Treasury, Admiralty, Trade, and Plantations, &c.

The House of Peers is addressed thus, To the Right Honorable the Lords Spiritual and Temporal of the United Kingdom of Great Britain and Ireland in Parliament assembled,—*My Lords, May it please Your Lordships.*

The House of Commons is addressed thus: To the Honorable the Knights, Citizens, and Burgesses of the United Kingdom of Great Britain and Ireland in Parliament assembled,—*Gentlemen, May it please Your Honors.*

The sons of Viscounts and Barons are styled Honorable and Esquires; and their daughters have their letters addressed thus, To the Honorable Miss or Mrs. D. B.

The king's commission confers the title of Honorable on any gentlemen in a place of honor or trust; such as the Commissioners of Excise, His Majesty's Customs, Board of Control, &c.—Admirals of the Navy,—Generals,—Lieutenant-Generals, and Colonels in the army.

All Noblemen, or men of title in the Army or Navy, use their title by *right*, such as *honorable*, before their title of *rank*, such as *captain*, &c., thus, the *Honorable Captain James James* of the ——— *Sir, Your Honor.*

Honorable is due also to the Court of Directors of the East India Company—the Governors and Deputy Governors of the Bank of England.

The title *Excellency* is given to all Ambassadors, Plenipotentiaries, Governors in foreign countries, to the Lord Lieutenant, and to the Lords Justices of the Kingdom of Ireland.—Address such thus:

* The Privy Counsellors taken collectively, are styled her Majesty's Most Honorable Privy Council.

To his Excellency Sir ———, Bart.,—Her Brittanic Majesty's
Envoy Extraordinary, and Plenopotentiary to the Court of
Rome,—*Your Excellency, or May it please Your Excellency.*

To His Excellency the Right Honorable ———, Governor
General of British North America, &c., &c., *May it please your
Excellency:*

To His Excellency ———, Lieutenant Governor of the
Province of Ontario, *May it please your Excellency:*

DERIVATION.

About 28,000, or seven eighths, of the words in the English Language are of Anglo-Saxon origin; the remaining part are derived from the Celtic, French, Latin, Greek and some other languages.

The following is a specimen of the orthography of the English Language about the fourteenth century:

In the days of Eronde, kyng of Judee, ther was a prest, Zacarye by name; of the sort of Abia, and his wyf was of the doughtirs of Aaron; and her name was Elizabeth. Luke 1.—*Wicklyffe's Version, 1380.*

The following are from some of the earliest authors:

Now for to speak of the commune,
It is to dread of that fortune,
Which hath befallē in sondrye londes.—*Gower.*

Alas, alas! with how defe an ere deth cruell turneth awaie fro wretches, and naieth for to close weeping eyess.—*Chaucer.*

A knight there was, and that a worthy man,
That fro the time that he first began
To ridin out, he lovid chevalrie,
Trowth and honour, fredome and curtesy.—*Id.*

Mine high estate, power and auctoritie,
 If yene know, enserche and ye shall spie,
 That richesse, worship, welth, and dignitie,
 Joy, rest, and peace, and all things fynally,
 That any pleasure or profit may come by,
 To mannes comfort, ayde and sustinaunce,
 Is all at my deuyse and ordinaunce.—*Thomas Moore.*

DERIVATION OF WORDS.

Words are either primitive or derivative.

A *primitive* word is one which is not derived from any other word in the language.

A *derivative* is one which is formed from some primitive word or words.

Words are derived from one another in various ways; namely :

1. Substantives are derived from verbs.

2. Verbs are derived from substantives, adjectives, and sometimes from adverbs.

3. Adverbs are derived from substantives.

4. Substantives are derived from adjectives.

5. Adverbs are derived adjectives.

1. *Substantives are derived from verbs*; as from "to love," comes "lover;" from "to visit, visitor;" from "to survive, survivor;" &c.

In the following instances, and in many others, it is difficult to determine whether the verb was deduced from the noun, or the noun from the verb, namely : Love, to love ; hate, to hate ; fear, to fear ; sleep, to sleep ; walk, to walk ; ride, to ride ; act, to act ; &c.

2. *Verbs are derived from nouns, adjectives, and sometimes from adverbs*; as, from the noun *salt*, comes "to salt;" from the adjective *warm* "to warm;" and from the adverb *forward*, "to forward." Sometimes they are formed by lengthening the vowel, or softening the consonant; as, from *grass*, "to graze;" sometimes by adding *en*; as, from *length*, "to lengthen;" especially to adjectives; as, from *short*, "to shorten;" *bright*, to brighten.

3. *Adjectives derived from nouns*, in the following manner: Adjectives denoting plenty are derived from nouns by adding *y*; as, from *health*, *healthy*; *wealth*, *wealthy*; *might*, *mighty*; &c.

Adjectives denoting the matter out of which anything is made, are derived from nouns, by adding *en*; as, from *oak*, *oaken*; *wood*, *wooden*; *wool*, *woollen*; &c.

Adjectives denoting abundance are derived from nouns by adding *ful*; as, *joy*, *joyful*; *sin*, *sinful*; *fruit*, *fruitful*; &c.

Adjectives denoting plenty, but with some kind of diminution, are derived from nouns by adding *some*; as, *light*, *lightsome*; *trouble*, *troublesome*; *toil*, *toisome*; &c.

Adjectives denoting want are derived from nouns by adding *less*; as, from *worth*, *worthless*; from *care*, *careless*; *joy*, *joyless*; &c.

Adjectives denoting likeness are derived from nouns, by adding *ly*; as, from *man*, *manly*; *earth*, *earthly*; *court*, *courtly*, &c.

Some adjectives are derived from other adjectives; or from nouns, by adding *ish* to them; which termination, when added to adjectives, imports diminution, or lessening the quality; as, *white*, *whitish*; that is somewhat white. When added to nouns, it signifies similitude or tendency to a character; *child*, *childish*; *thief*, *thievish*.

Some adjectives are formed from nouns or verbs, by adding the termination *able*; and those adjectives signify capacity; as, *answer*, *answerable*; *to change*, *changeable*.

4. *Nouns are derived from adjectives* sometimes by adding the termination *ness*; as, *White*, *whiteness*; *swift*, *swiftness*; sometimes by adding *th* or *t*, and making a small change in some of the letters; as, *long*, *length*; *high*, *height*.

5. *Adverbs of quality are derived from adjectives*, by adding *ly*, or changing *le* into *ly*; and denote the same quality as the adjectives from which they are derived; as, from *base* comes *basely*: from *slow*, *slowly*; from *able*, *ably*.

There are so many other ways of deriving words from one another, that it would be extremely difficult and nearly impossible, to enumerate them. The primitive words of any language

are very few ; the derivatives form much the greater number. A few more instances only can be given here.

Some nouns are derived from other nouns, by adding the terminations *hood*, or *head*, *ship*, *ery*, *wick*, *rick*, *dom*, *ian*, *ment*, and *age*.

Substantives ending in *hood*, or *head*, are such as signify character or qualities ; as, manhood, knighthood, falsehood, &c.

Nouns ending in *ship*, are those that signify office, employment, state, or condition ; as, Lordship, stewardship, partnership, &c. Some nouns ending in *ship*, are derived from adjectives ; as, Hard, hardship, &c.

Nouns which end in *ery*, signify action or habit ; as, Slavery, foolery, prudery, &c. Some nouns of this sort come from adjectives ; as, Brave, bravery, &c.

Nouns ending in *wick*, *rick*, and *dom*, denote dominion, jurisdiction, or condition ; as, Bishoprick, kingdom, dukedom, freedom, &c.

Nouns which end in *ian*, are those that signify profession ; as, Physician, musician, &c. Those that end in *ment* and *age*, come generally from the French, and commonly signify the act or habit ; as, Commandment, usage.

Some nouns ending in *ard*, are derived from verbs or adjectives, and denote character or habit ; as, Drunk, drunkard ; dote, dotard.

Some nouns have the form of diminutive ; but these are not many. They are formed by adding the terminations, *kin*, *ling*, *ock*, *el*, and the like ; as, Lamb, lambkin ; goose, gosling ; duck, duckling, hill, hillock ; &c.

PREFIXES AND SUFFIXES.

Most of the derivative word of the English language are formed by the aid of *prefixes* and *suffixes*.

A *prefix* is a letter, syllable, or word, joined to the beginning of a word ; as, *ashore*, *return*.

A *suffix* is a letter or syllable annexed to the end of a word ; as, *surely*, *contentment*.

1. SAXON PREFIXES.

A signifies *on, in, or at*; as, *ashore, afar, asleep.*

BE, *upon, by, for, &c.*; as, *bespeak, betide, besprinkle, because.*

FOR, *from or against*; as, *forbear, forbid.*

FORE, *before*; as, *foretell, foreknow.*

MIS, *wrong, erroneous, or defective*; as, *misconduct, misrule.*

OUT, *beyond, more, or exterior*; as, *outrun, outlive, outside.*

OVER denotes *excess, or superiority*; as, *overdo, overcome.*

UN, *negation, or privation*; as, *uncertain, unbind.*

UNDER signifies *beneath, inferior*; as, *undermine, undergo.*

UP denotes *elevation, or subversion*; as, *upland, upset.*

WITH signifies *from, or back*; as, *withstand, withhold.*

2. LATIN PREFIXES.

A, AB, or ABS, signify *from*; as, *avert, abstract.*

A, AD, AC, AF, AG, AL, AN, AP, AR, AS, or AT, signify *to, it*; as, *accede, allot, annex, arrest, abstract, affix.*

ANTE, signifies *before*; as, *antecedent.*

CIRCUM, signifies *round*; as, *circumnavigate.*

CO, COG, COL, COM, CON, or COR, signify *with, together*; as, *cohere, collect, compress, correlative.*

CONTRA, signifies *against*; as, *contradict.* This prefix is sometimes changed to *counter*; as, *counteract.*

DE signifies *from, or down*; as, *deduce.*

DIS generally implies *separation, or disunion*; as in *dissolve.* It has sometimes a negative use; as in *disapprove.* *Dis* takes also the form *di* and *dis*; as, in *diverge, diffuse.*

E or EX signifies *out of or from*; as *eject, to cast out*; *evade, to escape from.* This prefix takes also the forms *ec* and *ef*; as *eccentric, efface.*

EXTRA signifies *beyond, or more than*; as, *extraordinary.*

IN, IM, EN, IG, IL, and IH, before adjectives, have a negative signification; as, *inactive, not active.* Before a verb, they signify *in, into, or against.*

INTER signifies *between or among*; as, *intervene, intersperse, to scatter among.*

OB, OC, OF, OP, for, in the way of; as, *obstruct, occur.*

PER, *through or by*: as *pervade, to pass through*; *perchance, by chance.*

PRE or PRÆ, *before* ; as, *precede*, to go before.

PRO, *for, forth, or forward* ; as, *pronoun*, for a noun ; *provoke*, to call forth, *promote*, to move forward.

RE, *again or back* ; as, *re-enter*, recall.

RETRO, *backward* ; as, *retrocession*.

SE, *aside* ; as, *secede*.

SI-NE, *without* ; as, *sinecure*, without care.

SUB, **S**UC, **S**UP, **S**UG, **S**UP, **S**US, signify *under* ; as, *subscribe*, to write under.

SUPER, signifies *beyond, above, or over* ; as, *supernatural*, beyond nature ; *superwise*, to oversee.

TAANS, signifies *over, or beyond* ; as, *transfer*, to carry over.

3. GREEK PREFIXES.

1. **A** and **AN**, in Greek, denote privation ; as, *Anomalous*, wanting rule ; *anonymous*, wanting name ; *anarchy*, want of government.

2. **AMPHI**, *both or two* ; as, *Amphibious*, living in *two* elements.

3. **ANTI**, *against* ; as, *Antiacid*, against acidity ; *antifebrile*, against fever ; *antithesis*, a placing against.

4. **AP**O, **APH**, *from* ; as, *Apostrophe*, a turning from ; *aphæresis*, a taking from.

5. **DI**A, *through* ; as, *Diagonal*, through the corners, *diameter*, the measure through.

6. **EPI**, **EPH**, *upon* ; as, *Epidemic*, upon the people ; *ephemera*, upon a day.

7. **HEMI**, *half* ; as, *Hemisphere*, half a sphere.

8. **HYPER**, *over* ; as, *Hypercritical*, over-critical.

9. **HYP**O, *under* ; as, *Hypothesis*, supposition, or a placing under.

10. **META**, *beyond, over* ; as, *Metamorphose*, to change to another shape.

11. **PARA**, *against* ; as, *Paradox*, something contrary to common opinion.

PERI, *around* ; as, *Periphery*, the circumference, or measure round.

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